DOCUMENT RESUME

ED 208 604 EC 140 019

AUTHOR Jackson, Katherine C.
TITLE Facilitating Education for the Handicapped Through Communication.
PUB DATE Sep 80
NOTE 282p.; Ed.D. Dissertation, Nova University. Some parts may be marginally legible.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Communications; *Community Programs; *Compliance (Legal); *Disabilities; Elementary Education; *Federal Legislation; Inservice Teacher Education; *Mainstreaming; Parent Education; Parent Participation; *Parent School Relationship; Urban Education
IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

Initiated in a large urban elementary school, a practicum was planned and executed to inform staff and parents about the provisions of P.L. 94-142 (the Education for All Handicapped Children Act), and to prepare them for the changes to occur as a program was indicated by: (1) the report of the visitation team (a parent advocate group), (2) concerns and complaints voiced by teachers, (3) parent complaints, (4) the principal's observation of conditions, and (5) the emergence of problems related to the classes for the handicapped. A review of the literature indicated that the ultimate goal of P.L. 94-142 is normalization of the handicapped and the provision of education in the least restrictive environment. The practicum had eight major objectives, including increased parent participation in development of individualized education programs (IEPs) and in workshops. To facilitate education for the handicapped strategies such as distribution of literature on the handicapped and development of a slide/tape package were planned. Activities were undertaken in several areas: preparation for implementation of P.L. 94-142, staff development, parent workshops, a slide presentation, monitoring of progress toward program objectives, and solving problems which included refusal of two parents to send their children to class. The program was evaluated along the eight objectives. Among conclusions was that the communication model, especially in the area of staff inservice, parent workshops, and the slide/tape package development and utilization, illustrates a method of facilitating the implementation of the law for the handicapped. Appendixes, which make up the bulk of the document, include information on the staff development program and the parent workshop program and related materials, the school description, the slide presentation script, survey data summary, and supportive documentation. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED208604

FACILITATING EDUCATION FOR THE HANDICAPPED THROUGH COMMUNICATION

by

Katherine C. Jackson[1]

BEST COPY AVAILABLE

Submitted in partial fulfillment of the
Requirements of the National Ed.D.
Program for Educational Leaders,
Nova University

Individual Two-year Practicum
Philadelphia Cluster II
Submitted: September 1980

[1]Principal
Philadelphia Public Schools

EC 140019

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Lois S. Faulk
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

AUTHOR Jackson, Katherine C.

TITLE FACILITATING EDUCATION FOR THE HANDICAPPED THROUGH COMMUNICATION

DESCRIPTORS Special Education; Communication; In-service Training; Parent Workshops; Community Involvement

ABSTRACT Initiated in a large, urban elementary school, this practicum was planned and executed as a means of informing staff and parents about the provisions of Public Law 94-142, and preparing them for the changes to occur as a result of its implementation. Inservice training for staff, parent workshops and the development of a slide presentation were major communication strategies utilized to accomplish these goals. A content outline of the staff development and parent workshop sessions and the script to accompany the slide presentation are included. Pre and post surveys were conducted and compared to determine the effectiveness of the strategies utilized.

TABLE OF CONTENTS

Chapter

I. INTRODUCTION. 1

II. IDENTIFICATION OF PROBLEM AND ANALYSIS OF NEED. 5

III. REVIEW OF THE LITERATURE. 13

IV. OBJECTIVES. 18

V. STRATEGIES. 21

VI. IMPLEMENTATION. 25

Preparation 25
Staff Development 28
Parent Workshops. 31
Slide Presentation. 32
Monitoring. 36
Problems Encountered. 38

VII. EVALUATION. 41

Evaluation Summary. 50

VIII. CONCLUSION. 53

APPENDIX

1. Staff Development Program and Related Materials 61

2. Parent Workshop Program and Related Materials . 109

3. School Description. 128

4. Slide Presentation Script 131

5. Survey Data Summary 147

6. Supportive Documentation. 160

BIBLIOGRAPHY. 276

LIST OF TABLES

1. School Staff (Hill Elementary School). 4
2. Data on Handicapped Pupil Needs. 8
3. Comparison of Survey Results--Staff Responses. . . 43
4. Child Study Evaluation Team Meetings 44
5. Facilitation of Service to Handicapped Students. 48
6. Comparison of Survey Results--Parent Responses . . 49
7. Evaluation Summary 51
8. School Staff (Feltonville School). 130

FIGURES

1. Inservice Training Plan 29

ACKNOWLEDGMENTS

The writer gratefully acknowledges with thanks the support of Dr. Jeanette Brewer and Dr. Howard Amos, District Superintendents, under whose administration this practicum was performed; the encouragement given by Mr. Samuel O. Kaylin, former Director of Practicums at Nova University; Mr. William Bayne, Principal; and Mr. Burton Kline, Administrative Assistant to the District Four Superintendent; and the support and understanding of my family during my work at Nova University.

CHAPTER I

INTRODUCTION

This practicum was initiated in the Leslie Pinckney Hill Elementary School in Philadelphia, Pennsylvania. The school, located in the heart of an inner city ghetto area, served pupils in kindergarten to grade seven and two special education classes for the Educable Mentally Retarded (E.M.R.). The majority of the pupils were from homes of a low socio-economic level and had a limited experience background. A high rate of transiency was also characteristic of the families in the community. Over a six year period the school population declined from 1,350 to approximately 900 enrolled during the implementation of this practicum.

In spite of the many negative environmental influences and other problems, the L. P. Hill School pupils made steady educational progress with achievement levels closely approximating the national norm on standardized tests of basic skills.

In an effort to implement Public Law 94-142, seven classes of Trainable Mentally Retarded (T.M.R.) students, ages eight to twenty-one (intermediate and secondary level), formerly housed in a separate facility, were added to the L.P. Hill organization in the year prior to initiation of the

practicum. The Trainable Mentally Retarded students, aged sixteen and above, were later transferred to another school with opportunities for vocational training not available at Hill, and where their age groups would be more compatible with that of the general student body.

Another addition, a class for the Severely and Profoundly Impaired (S.P.I.) was scheduled to open during the school year.

Since the large L. P. Hill School organization included so many classes of special education children already identified, a number of children recommended for special education but not yet placed, and an additional class for a different category of handicap scheduled to open, it was expected that the new law for education of the handicapped would have a great impact on the school. As a principal trying to function in a new position, the writer had a major responsibility in making certain that Public Law 94-142, regarding education for the handicapped, was properly implemented.

It was necessary for the principal to:

1. introduce new ideas
2. develop and implement new procedures
3. provide new and different services
4. properly utilize the services of personnel in new roles

5. organize and activate a child study evaluation team

6. guide the development of and evaluate individualized education programs

These numerous tasks were to be achieved in an area about which the writer had little knowledge and no training. In addition, the teachers of special education had not been trained to do what was expected. Neither they nor the teachers of regular classes knew very much about Public Law 94-142.

If implementation of the law was to be accomplished in an organized manner, the school staff (both regular teachers, special education teachers, and others) had to be oriented to the new approaches and concepts, and to their role in the new situation. In addition, parents had to be made aware of the law and its benefits to their children.

Communication was viewed as a key factor in facilitating education for the handicapped. Tables 1 and 2, respectively, give data regarding school personnel and handicapped children involved in implementation of the practicum.

TABLE 1

SCHOOL STAFF

Position	Number
Regular Grade Teachers	26
Special Education Teachers	9
Specialist Teachers.	18
Other Professional Staff Members	11
Paraprofessionals.	18
Volunteers	10

CHAPTER II

IDENTIFICATION OF PROBLEM AND ANALYSIS OF NEED

Prior to the initiation of this practicum, work with the handicapped had been designated as a priority in the Philadelphia public schools. The Philadelphia school system was under court order to establish necessary procedures and accomplish certain tasks since it had been determined that the law, dating back to 1972, had not been properly implemented. The principal and staff of the L. P. Hill School were thus involved in the process of implementing a Federal law and state mandates regarding public education for the handicapped, under duress, without adequate knowledge and/or preparation. Adherence to the law was of special concern because every action was monitored by parents and parent advocate groups.

One such group, a visitation team of the Local Task Force for the Right to Education for the Handicapped, visited the Hill School in the year prior to the initiation of the practicum. After observing classrooms in action, conferring with teachers and the principal, and noting the facilities, services and resources available or not available in relation to the needs of the children, a report was written to the

District Four Superintendent (the writer's immediate superior), the Associate Superintendent of Special Education and the Philadelphia Association of Retarded Citizens. The report addressed itself to the status of the program for the handicapped as implemented up to and during that school year.

The need for intensive communication and action was strongly indicated by (1) the report of the visitation team (a parent advocate group), (2) concerns and complaints voiced by teachers, (3) parent complaints, (4) the principal's observation of conditions, and (5) the emergence of problems related to the classes for the handicapped.

Specific complaints and deficiencies noted in the report by the visitation team included the following:

1. Inadequate services to handicapped students
2. Lack of adequate time for physical education--a state requirement
3. Lack of parental involvement in the educational program
4. Lack of participation by handicapped students in school activities with regular class students

The implementation of the law for the handicapped had a drastic impact on the school. As a result of the priority given to handicapped students already placed in Hill School special education classes, students transferred from private or other schools and newly located, identified, handicapped

registrants, time and attention of the principal, counselor and nurse (members of the new child study evaluation team) had, of necessity, to be diverted and reapportioned. The counselor's role expanded to include assistance to the principal in conducting child study evaluation team meetings, interviewing all parents, securing signatures as part of the due process procedure and assisting with the writing of Individualized Education Program (I.E.P.s). Little time, therefore, was available for the approximately eight hundred other students in regular classes, some of whom needed counseling.

The nurse, as a key member of the child study evaluation team was required to give a great deal more of her time to the handicapped. Team meetings required her presence, interpretation of information and recommendations. It was also necessary for her to interview all parents of handicapped children, administer or supervise medication, perform neurological tests as well as perform regular duties (which were numerous) for the remainder of the regular class children.

In Hill School there was a total number of 189 cases to be processed. Table 2 indicates the types and numbers of cases involved. Each case required a minimum of two meetings each (staffing by the child study evaluation team and the development of an Individualized Education Program). Additional meetings were necessary when there were situations in which parents were dissatisfied with the program and/or place-

TABLE 2

DATA ON HANDICAPPED STUDENTS

Number in Special Education Classes		83
T.M.R.	54	
E.M.R.	29	
New Registrants Anticipated		10
T.M.R.	4	
S.P.I.	6	
Children to be Placed		10
Children to be Screened		51
Kindergarten	13	
Grade 1	18	
Grade 2	10	
Grade 3	3	
Grade 4	3	
Grades 5, 6, 7	3	
T.M.R.	1	
Speech and Hearing Handicapped (to date)		35
Candidates for Mainstreaming		25
Total Number of Cases		189

ment. These meetings were in addition to staff inservice meetings, faculty meetings and situations which demanded conferences involving the counselor, nurse, and/or the principal. Teachers complained that these persons were less available than in prior years.

Other factors contributed to the complexity of the problem. A financial crisis precipitating budget and personnel cuts resulted in a shortage of service from psychologists. The impact was noticeable in that the psychological service for screening and identification of the handicapped was at a premium. A number of low achieving children waited in regular classes until they could be screened and their cases further processed, causing parents and teachers to complain. Another point of concern in this regard was the large number of children whose psychological evaluations were outdated. A recent psychological (no more than two years old) was required in order to conduct child study evaluation team meetings and to develop the Individualized Education Program as mandated by the law. In this area, alone, there were approximately fifty cases to be updated. Psychological service was extremely inadequate for the needs of the Hill School.

In addition, a large number of children already identified as handicapped had not been placed and therefore were not receiving help in an appropriate setting. Parent advocate groups monitored these conditions and demanded that they

be rectified. Specifically there were numerous complaints by parents regarding:

1. children making little progress in school achievement who were waiting to be screened

2. children identified as handicapped who had not been placed in an appropriate setting

3. children in special education classes whose psychological evaluations were outdated (three or more years old)

4. children who had been evaluated, but whose records had not been returned from central office. (Lack of records caused a status quo situation since child study evaluation team meetings and/or the writing of Individualized Education Programs required them)

5. lack of services to children identified as handicapped (speech therapy, pre-vocational opportunities, physical therapy, regular gym instruction, etc.)

6. isolation of handicapped classes from regular classes

7. delay in admitting handicapped children to a new class about which they had been informed, but which was not yet established. (No classroom, personnel, or materials were available)

Numerous teacher complaints were similar in nature to that of the parents and included concerns regarding:

1. children in regular classes who:

a. were low achievers but had not been screened for possible eligibility and placement

b. had been screened, were eligible for special education, but were not yet placed

2. lack of counseling services to children in regular classes

3. reduction of nurse services to children in regular classes

4. lack of services to handicapped children

Since teachers of special education classes had not been involved in teaching academic programs in past years, they were unfamiliar with the regular curriculum in language, reading and mathematics development.

Finally, there was a lack of time to perform the task of implementation in compliance with mandated state deadlines.

In summary, the milieu in which implementation of P. L. 94-142 was to be accomplished was quite unsettled. Administration, staff (special education and regular) had to be informed of and modify their thinking in terms of the new approach to education for the handicapped. New procedures had to be established and communicated to staff and parents. It was necessary to inform parents of the handicapped of their rights and that of their children, and to encourage them to participate in decision making regarding the educational program and its imple-

mentation. Parents of the non-handicapped children, in whose classes the handicapped were mainstreamed, had to be informed so that they would be made aware of, and understand the reason for the priority given to education for the handicapped. Children in regular classes, also, had to be prepared for the eminent changes.

It was felt that a program of intensive communication (involving school personnel, parents and children) would increase their knowledge and understanding, thereby reducing the number of complaints, and creating an environment more conducive to the smooth implementation of the law. It was to this need that this practicum was addressed.

CHAPTER III

REVIEW OF THE LITERATURE

The past few years have brought about a change in the lives of many handicapped children. Formerly educated in private institutions, at home, or not at all, and extremely restricted in their opportunities for participation in varied aspects of life, the handicapped have been emancipated. A great deal of attention is now being given to their needs--especially their education--as a result of legislative enactment.

In Pennsylvania, a complaint registered by a group of parents regarding the denial of education to their mentally retarded children resulted in a suit brought against the Commonwealth by the Pennsylvania Association for Retarded Children (P.A.R.C.). The outcome of the suit was a decision favoring the parents in the form of a Consent Decree handed down in 1972, affirming the right of all children to a free, public education regardless of any handicapped conditions.

Two major pieces of legislation affecting the status of education for the handicapped in the public schools include (1) Section 504 of the Rehabilitation Act, passed by Congress in 1973, which provides that

> No otherwise qualified handicapped individual in the United States . . . shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance;[1]

and (2) the Education for All Handicapped Children Act of 1975, Public Law 94-142, which states the right of all handicapped children to a free public education. To ensure that all children are served, they must be located and identified by the local school districts. Individual attention is guaranteed through the provision for Individual Education Program development for each child identified as handicapped. The law provides for specificity directed to student needs through the setting of goals and short and long term objectives after assessment of the current development level. Program continuity is guaranteed in that an Individual Education Program must be developed annually and each child reevaluated every two years.

The educational program plan must address itself not only to basic education, but to related services including transportation and corrective and "supportive services as speech pathology and audiology, psychological services,

---

[1]Pennsylvania Department of Education, "The Concept of Mainstreaming," The Resource Guide for Regular Classroom Teachers, 1976.

physical and occupational therapy, recreation, as well as medical and counseling services"[1] used for diagnosis and evaluation.

Since related services must be provided, key persons responsible for the implementation of this aspect of the plan must be involved in its development. (In the Philadelphia Public Schools this group of specialists functions as a multidisciplinary child study evaluation team (C.S.E.T.) in order to best meet the needs of handicapped students.

Public Law 94-142 also establishes the right of parents to be involved in the educational planning for their child(ren). Parent participation is guaranteed by providing procedural safeguards to ensure that parents are involved in decision making related to assessment, diagnosis, placement, program planning and implementation. Parent and student rights are protected by the mandated adherence to steps of "due process."

Additional suggestions for parent participation are delineated and discussed by Winslow.

The ultimate goal of the aforementioned legislation (providing for handicapped students), is "normalization"--that is, treating the handicapped as if they were "normal" and providing education in the least restrictive environment.

---

[1]Veronica Garcia and Mary Pinkelton, "The Teacher's Role," A Primer on Individualized Education Programs, pp. 37-40.

This concept may be defined as a place on a continuum where a person may be developed to his greatest potential. To ensure that this portion of the law is implemented, it is further mandated that a pre-requisite to eligibility for its benefits is the establishment of procedures by which handicapped children are offered the same educational opportunities as other children and receive an education appropriate to their needs and potential. In addition, handicapped children are to be educated to the maximum extent possible in the same educational environment as those not handicapped, with separation occuring only when there is such a severe handicap as to prohibit such placement.

Though legislation has given impetus to educating the handicapped in public schools, the concept of mainstreaming or integration of handicapped children with the "normal" has become the most controversial aspect of these laws. The concept is not new, but its implementation in public schools is a departure from past practices. The former approach of screen, refer, diagnose and place into a special education program has given way to an approach in which "special" education and "regular" education are one and the same. The handicapped child is considered simply at a particular level of development in the "regular" program. Mainstreaming provides an opportunity for the handicapped to develop, learn, and take a place in their own community.

Implementation of the law is having a dramatic impact on schools--especially where there are many handicapped children to be served. The new approach to meeting their needs must be communicated to all personnel involved in the schools in order to prepare for the reception of new and different clientele.

CHAPTER IV

OBJECTIVES

In order to accomplish the intent of Public Law 94-142, the Education for All Handicapped Children Act, and implement its provisions for the benefit of the children in the L. P. Hill School, the following objectives were set:

1. To increase the percentage of staff knowledgeable about PL 94-142 from 1 percent (indicated by an initial survey) to 85 percent as measured by correct answers to 80 percent of the eighteen questions on a post evaluation survey by the end of the practicum

2. To organize, orient and convene a Child Study Evaluation Team to meet regarding handicapped students in the following categories by completion of the practicum:

   a. Fifty percent or forty-two of the eighty-three students in special education classes

   b. One hundred percent or ten of the ten students waiting for placement

   c. Thirty-three percent or seventeen of the fifty-one students waiting to be screened

   d. One hundred percent or thirty-five of the students in regular class with speech and/or hearing handicaps

3. To increase participation of special education teachers in at least four steps in the process (assessment, diagnosis, planning, sharing information, and writing) of I.E.P. development for each of their students from zero initially to 100 percent at completion of the practicum

4. To reduce the amount of psychological data which is more than two years old from 58 percent or forty-eight of the case records to 5 percent or four of the case records

5. To increase the percentage of Individualized Educational Programs developed from 0 percent initially to 100 percent or eighty-three at completion of the practicum

6. To facilitate and improve service to handicapped students in the following ways:

a. Increase the number of specific services to the handicapped from three to eleven

b. Decrease the number of children eligible for special education service waiting in regular class for placement from ten to zero

c. Increase the number of children served in the new S.P.I. class from zero to at least five

d. Decrease the number of underachievers waiting to be screened for special education eligibility from fifty-one to thirty-four

e. Increase the number of children mainstreamed

(1) From 0 percent to 6 percent or five in academic settings

(2) From zero to at least 90 percent or seventy five in social settings

7. To increase the percentage of parents informed about PL 94-142 from 3 percent (indicated by an initial survey) to 50 percent or forty-one as measured by correct answers to at least 50 percent of the questions on a post evaluation survey by the end of the practicum

8. To increase the percentage of parent participation in:

a. Development of I.E.P.'s from 0 percent to 50 percent or forty-one

b. Workshops for parents of the handicapped from 8 percent to 25 percent or twenty-one

CHAPTER V

STRATEGIES

Recognizing the need for communication of all kinds, the following strategies were planned to facilitate the implementation of education for the handicapped:

1. Conduct survey to ascertain staff development needs of staff and parents related to P. L. 94-142
2. Communicate information regarding the law to school staff
3. Communicate with parents regarding procedures and their involvement in implementation of the law
4. Contact necessary school personnel and parents to schedule the multidisciplinary child study evaluation team meeting for each child
5. Convene multidisciplinary child study evaluation team meetings of school personnel with parents to inform them of the process involved and to discuss needs, recommendations, services and placement of handicapped students
6. Contact parents and schedule Individualized Education Program conferences
7. Convene necessary personnel with parents to develop an Individualized Education Program for each handicapped child.

8. Prepare written requests and confirm by telephone the necessary services (evaluation, educational, medical, transportation) to meet the needs of students involved

9. Confer with counselor on a regular basis regarding needs of handicapped students

10. Communicate with staff and parents regarding the necessary materials, equipment and services for implementation of the law and requisition same from central office

11. Confer with parents having special concerns about their children

12. Confer and plan with the Supervisor of Special Education regarding staff development and problems in implementation of the law

13. Confer with teachers regarding plans and arrangements for observation of handicapped classes

14. Plan, arrange and convene faculty meetings and in-service workshops

15. Utilize media to convey and illustrate information including:

a. Videotapes

b. Films and filmstrips

c. Slide/tape presentation

d. Television programs

16. Distribute literature regarding education for the handicapped

17. Send notices, newsletters and invitations regarding workshops, special events, meetings, etc.

18. Write and send letters

19. Contact and utilize resource personnel as speakers for staff in-service and parent workshops

20. Make telephone calls to:

a. Inform parents and others

b. Remind parents of conferences

c. Relate problems

d. Request service

e. Seek information

f. Confirm appointments, dates, conferences

21. Recruit, arrange and conduct training sessions for community volunteers

22. Arrange group meetings of special education and regular class teachers

23. Plan, arrange, and convene workshops for parents of the handicapped

24. Duplicate and share pertinent information regarding all aspects of the special education program with necessary personnel

25. Attend additional workshops to update information

26. Confer with Home and School Coordinator regarding parental contacts and concerns

27. Plan with the Child Study Evaluation Team for:

a. I.E.P. development and review

b. Team meetings

c. Parent interviews and conferences

28. Convene periodic meetings with paraprofessionals--paid and volunteer

29. Confer with District Superintendent regarding special concerns and problems

30. Confer with teachers and others to arrange special opportunities for Special Education children

31. Convene meetings with teachers (special education and regular) regarding mainstreaming

32. Interview and introduce new personnel

33. Develop and review schedules with personnel

34. Develop slide/tape package for ease in presenting and illustrating information regarding education for the handicapped

CHAPTER VI

IMPLEMENTATION

Preparation

Preparation for the implementation of Public Law 94-142 involved several major strategies which included:

1. personal development of the writer regarding special education

2. the collection and analysis of information on the status of the special education program in the L. P. Hill School

3. the planning and initiation of a staff development program with the personnel involved in and/or affected by its implementation

4. the planning and initiation of a series of parent workshops, and

5. the development of a slide presentation for use in communicating information regarding the special education program.

In order to become oriented to and better informed about federal legislation, and state standards and regulations regarding the handicapped, the writer attended a five day conference for principals which was sponsored by the cen-

tral office Division of Special Education. Further personal development was accomplished through: (1) the reading of numerous articles, books and manuals; (2) many consultations with the special education supervisor; and (3) attendance at inservice meetings for principals held periodically throughout the next two years.

Information regarding the status of the Hill School special education program was collected from the reading of reports, letters and memoranda in the school files. Especially enlightening was a report written by a local task force of the Philadelphia Association for Retarded Citizens. The group had visited the Hill School during the prior year for the purpose of monitoring the status of the special education program. The various concerns noted in the report, in addition to the information gleaned from discussions with the district superintendent and the special education supervisor, gave the writer some immediate ideas for a plan of action toward improvement.

To disseminate information regarding legislation for the handicapped, and properly implement the law in the school, it was necessary to plan and conduct a staff development program for and with those persons to be involved. Target groups identified for inclusion in the orientation and inservice program were teachers of special education and regular

classes, specialist teachers, the counselor, nurse and other key professional and paraprofessional staff members.

To ascertain the level of knowledge and the inservice needs of staff members, a survey was prepared to gather information useful in planning. (See Appendix 5) Survey questions were of two types--(1) those which would check the amount of information known about certain aspects of the Education for All Handicapped Children Act and (2) those which would reveal attitudes toward the idea of the public schools' deeper involvement in education of the handicapped.

In addition, opportunities for involvement of staff in the discussion and planning resulted in an inservice program planned to focus on the following areas of information identified as important and necessary to smooth implementation of the law:

1. Basic awareness and knowledge of Public Law 94-142
2. Right of the handicapped to a free public education
3. Individualized Educational Plan
4. Parent participation
5. Due process procedure
6. New process of evaluation and placement
7. Least restrictive environment
8. Services available for students
9. Multidiciplinary team concept

Staff Development

A unique feature of the District Four operation was the conducting of monthly inservice sessions in longer faculty meetings. Principals had the freedom to plan inservice programs in terms of their staff and school needs. District supervisors and consultants as well as central office personnel were available as resource persons to assist with program development and/or implementation. One of the major strategies implemented, therefore, was the planning and initiation of a staff development program regarding the law and its implications for the school.

Inservice sessions based on the survey data were conducted periodically throughout the school year, as shown in Figure 1, for the following groups:

1. Special Education Teachers. Inservice for special education teachers was imperative since they had the major responsibility for program implementation in the classroom. Without training, the delivery of benefits provided by Public Law 94-142 to the handicapped pupils would have been impeded

2. Regular Class Teachers. It was important that this group be oriented to the new and more complex procedures involved after the referral of a pupil for evaluation. Critical, also, was their awareness and understanding of the priority of service to the handicapped students. The new

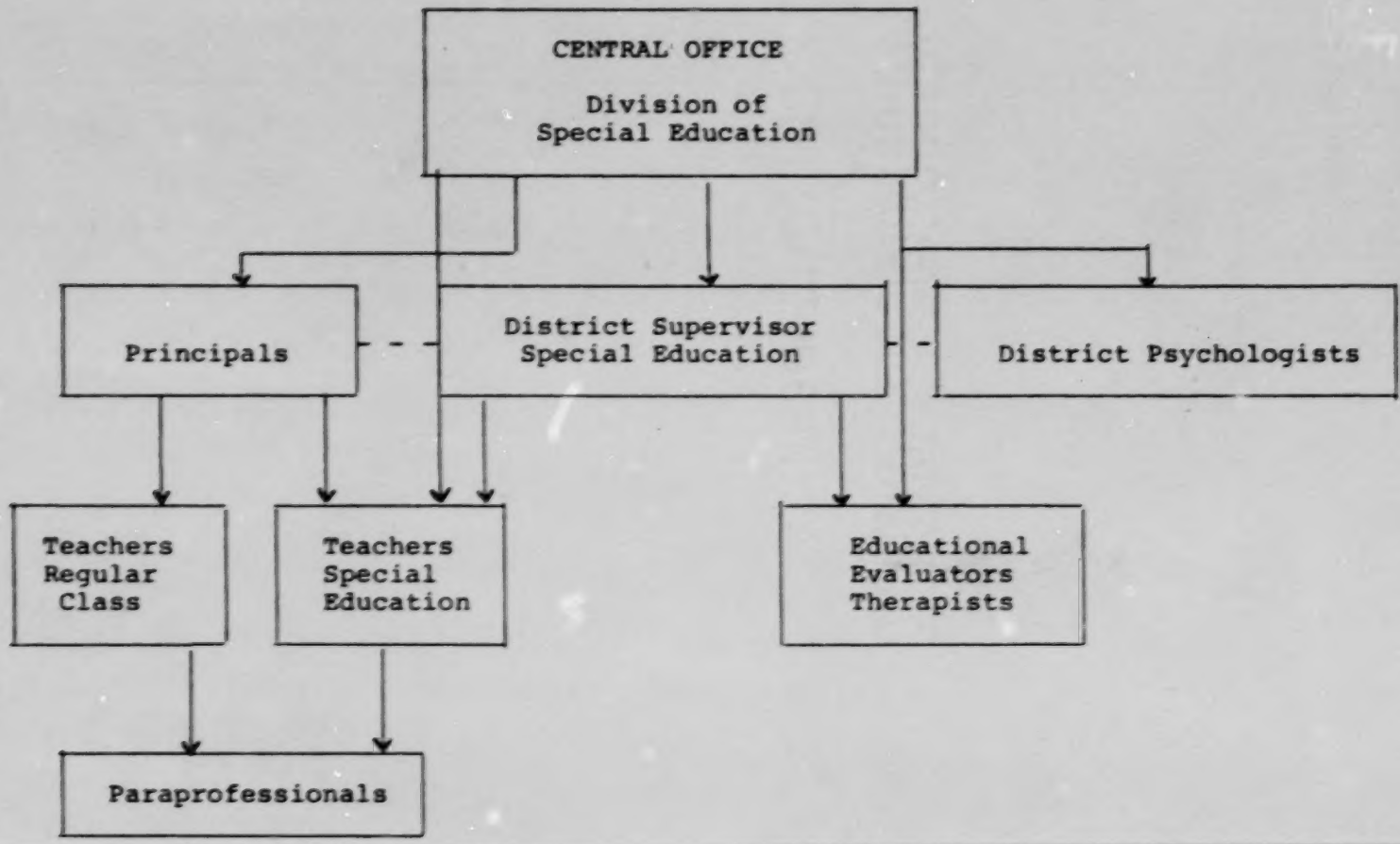


Figure 1. Inservice training plan

role of the counselor, nurse and principal as members of the Child Study Evaluation Team (C.S.E.T.) was introduced and explained.

In addition, the concept of "mainstreaming" was clarified to allay their fears that severely retarded pupils (whom they were not prepared to teach) would be assigned to their classrooms

3. Specialist Teachers. Teachers of art, music, language arts, mathematics and physical education were included in the same inservice sessions as regular class teachers

4. Key Professional Staff Members. Inservice training for the nurse, speech therapists and counselor was designed to orient them to and prepare them for their expanded roles. (Each was assigned as a member of the Child Study Evaluation Team, with the counselor expected to act, at times, as the principal's designee). Emphasis was given to the change in the focus of their services with priority given to the handicapped. These persons as well as other staff members had to be prepared for the impact of the change

5. Paraprofessionals. Special training workshops were conducted for classroom aides, both paid and volunteer, by the school district's Office of School Volunteers and the District Reading Office. After assignment in a school, on-site workshop sessions, conducted by school leaders, were

held periodically throughout the year. Teachers also contributed to the training through the direction given to paraprofessionals in the classroom setting. This aspect of staff development was considered vital not only for the purpose of program implementation, but because most of the paraprofessionals were parents of children in the school. Parent awareness and understanding was an essential element of facilitating the implementation of the law for the handicapped.

An outline of topics addressed by the in-service training program is shown with some related materials, as disseminated, in Appendix 1.

Parent Workshops

In addition to inservice training for the staff, a series of workshops for parents of handicapped children was initiated. The workshop sessions were designed to: (1) clarify concepts involved in the special education program as related to Public Law 94-142, (2) answer questions regarding the program, and (3) motivate and increase parent interest and participation in the education of their children. An outline of the workshop sessions conducted is shown with some related materials, as disseminated, in Appendix 2.

Slide Presentation

The development and initiation of a slide presentation was decided upon because of the dearth of visual material relating to the implementation of the law in the Philadelphia Public Schools. It was rationalized that a visual presentation of what was expected and actually being implemented would be helpful in orientation to new procedures and roles in the special education program. Preparation of the slide presentation involved the following steps:

1. Listing the important concepts to be communicated
2. Sequencing the list of concepts
3. Writing the script to present the intended concepts
4. Adjusting the terminology and language utilized in the script in terms of the intended audience(s)
5. Identifying the type of picture which best illustrated the concepts listed for presentation such as:
    a. age levels of children
    b. classroom and teacher to be involved
    c. activities to be shown
    d. activity setting
6. Composing a title
7. Listing the credits
8. Seeking technical assistance for making title slides

With completion of the aforementioned tasks, the appropriate photographs were taken and later developed as slides. After coping with the problem of procuring title slides, a total of approximately ninety-eight slides were assembled as a presentation with an accompanying script.

The slide presentation was designed to orient an audience to the basic provisions of Public Law 94-142 and to briefly describe and illustrate the process of its implementation in the Philadelphia public schools.

Basic concepts presented include:

1. Federal legislation for the handicapped
2. Individualized Education Plan (I.E.P.)
3. Evaluation and placement procedures
4. Parent participation
5. Child Study Evaluation Team (C.S.E.T.)
6. Services available
7. Variety of special education placement settings

It may be used for:

1. Parent and other community groups
2. prospective and new teachers of regular and special education classes in the Philadelphia public schools, and
3. as a communication model for principals and special education personnel and others

The complete script and a general description of the slide content is shown in Appendix 4.

In addition to the major stretegies described, the following communication strategies were utilized to implement the practicum:

1. Special conferences with parents, staff members, and resource personnel

2. Special meetings regarding aspects of the special education program with the district superintendent, staff, and parent groups

3. Letters and memoranda were sent throughout the practicum. Examples are shown in Appendix 6

4. Film and filmstrips were used to illustrate concepts

5. Newsletters, flyers, announcements and invitations were sent to parents on a regular basis to inform them of workshops, meetings, and special activities occurring at the school or at other locations

6. Brochures and booklets were disseminated at meetings

7. Numerous telephone calls were made for many reasons throughout the practicum

8. Special classes participated in a district presentation of skills learned by mentally retarded pupils

9. Production of special program including all of the special education classes in the categories of Educable and Trainable Mentally Retarded and Severely, Profoundly Impaired. This last strategy did a great deal in the area of public relations between the special education classes and the regular classes. The program gave the handicapped students an opportunity to demonstrate their skills and talents to others

As a result of the many strategies utilized, the following things were accomplished:

1. A Child Study Evaluation Team was organized and meetings convened for several categories of students throughout the year. The outcome of most of the meetings was the writing of an initial Individualized Education Program and later a review of the program for necessary adjustments

2. Services for the special education class children were increased from three (transportation, free lunch, and speech therapy) to eleven. Services added to the L. P. Hill organization included:

a. Classroom aides to assist pupils and teachers

b. Regular physical education time and instruction was added to the special class schedule

c. Special equipment was provided to meet the needs of Severely and Profoundly Impaired children

d. A Title I teacher was assigned to help under achievers who gave indications of possible eligibility for special class benefits

e. A Resource Room and teacher were added to the school organization to assist students who showed enough potential for mainstreaming

f. Homebound teacher services were initiated for a new registrant for the S.P.I. class who was too ill to attend school

g. Instruction in home economics was extended to all of the special education classes

h. The services of a psychologist were provided on a daily basis to take care of the backlog of outdated psychological records of children in the special education classes

At the conclusion of the inservice training sessions in each school a post survey was administered to determine the degree to which each school staff was better informed. Post surveys were also sent to parents for the same purpose. A summary of the available survey data is in Appendix 5.

Monitoring

Monitoring the status and progress toward achievement of the objectives set was inherent in facilitating implementation of the federal and state legislation, and was con-

ducted throughout the practicum. Various aspects of the program which were closely examined included the:

1. teachers' progress in pupil assessment in preparation for the writing of Individualized Education Programs (I.E.P.s)

2. progress toward completion of information to be utilized in writing the Individualized Education Programs

3. quality of objectives noted in the Individualized Education Programs

4. number of parent contacts made

5. schedules for I.E.P. conferences

6. number of parents in attendance at conferences

7. lesson plans related to Individual Education Programs

8. classroom implementation of goals and objectives listed on Individual Education Programs

9. number of I.E.P.s completed

10. individual pupil progress toward goals and objectives

11. progress in reduction of outdated psychological records (those more than two years old)

12. number of Child Study Evaluation Team meetings convened

13. class coverage for teachers involved in I.E.P. conferences or Child Study Evaluation Team meetings

14. progress in processing of individual pupil cases from referral to placement

15. delivery of materials and equipment for the special education program

16. delivery of related services

17. achievement of students in regular classes for indications of possible eligibility for special education classes

Problems Encountered

During the implementation of the practicum, the writer had to cope with a number of problems. One of the most frustrating situations was one in which the parents of two children in the newly established class for Severely Profoundly Impaired (S.P.I.) children refused to send them to school. This occurred despite the fact that they had been given opportunities to meet the teacher, approve or disapprove the placement and/or program, inspect the facility and visit the classroom to see the program in action. They expressed disappointment with what they saw in the classroom. (The children had formerly attended a center, especially for the handicapped, which had more equipment than the classroom at Hill School.) A great deal of time was spent in making telephone calls, writing letters, and holding conferences with the two sets of parents. Every effort was made to con-

vince them to give the teacher and the program time to accomplish some of the objectives which had been set. After several sporadic short periods of attending and being kept home because of further complaints about the program and lack of progress made, the children finally began to attend school regularly.

Another major problem which had to be solved was that of getting title slides for the slide presentation. In an effort to procure them, the writer approached an acquaintance employed as Director of Instructional Media at a local college with the idea of paying for the making of the necessary slides. The high cost of such a service and the underlying reason was explained, and the suggestion made that the writer perform the task of graphic composition. Following basic directions regarding the necessary materials and the techniques involved, the writer was able to complete the graphic layout for ten slides. The director was then kind enough to photograph the material which became the title slides for the presentation in Appendix 4.

Though it was originally intended that this practicum be implemented entirely at the L. P. Hill School, midway through the practicum, the writer was appointed to a school in another district. The change in assignment, however, provided an opportunity to implement some aspects of the practicum in a different setting. A description of the

second school involved is included in Appendix 3.

One problem with the change in assignment was that contact with parents was lost and the opportunity to assess what they had learned was thwarted. The change also hampered, somewhat, the collection of survey data which could have been done on-site. As a result of being away from the Hill School, surveys were sent through the mail without the benefit of personal contact. This situation may have affected the number of surveys returned.

Contact with a large number of teachers was also lost because of the school district's financial problems. Escalating operational costs brought about reductions in personnel and reassignment of many teachers, some of whom had been at Hill.

In spite of the problems which emerged during practicum implementation, efforts continued towards the achievement of the objectives set.

CHAPTER VII

EVALUATION

Evaluation of this practicum involved making comparisons regarding some of its various aspects which were examined according to the following stated objectives:

Objective 1--To increase the percentage of staff knowledgeable about Public Law 94-142 from 1 percent (indicated by an initial survey) to 85 percent by the end of the practicum

Evaluation of Objective 1--As a means of determining the percentage of the staff which was more informed regarding the provisions of the law for the handicapped and its implementation, a survey was administered after completion of practicum activities. Survey questions were designed to (1) gauge general knowledge regarding the law deemed important for staff, and (2) gain some information regarding staff beliefs and attitudes. Questions one through eight and eleven through twenty were considered questions related to knowledge while questions nine and ten were considered attitude questions.

The number of correct responses to questions on the survey were compared to the number of correct responses on the same survey given prior to the initiation of the practi-

cum. Of the fifty-four post surveys sent out, forty were returned. (As a result of the school district's financial problems, a number of positions, both teachers and other staff members, were terminated. Many of those whose positions were retained were assigned to different schools. Persons in each of these categories, therefore, were unavailable at the time of the post survey.)

Responses on the post survey indicated that thirty-eight or 95 percent of the staff answered at least one-half of the questions correctly and that eleven or 28 percent of the staff answered 80 percent of the questions correctly. Although improvement was noted in the increase of correct responses as compared to the number of correct responses on the pre survey, shown in Table 3 , the number of staff able to answer 85 percent of the questions was below that set by the objective

Objective 2--To organize, orient and convene a Child Study Evaluation Team to meet regarding handicapped students in the following categories by completion of the practicum

Evaluation of Objective 2--A Total of eighty-four Child Study Evaluation Team meetings were convened to discuss the status, needs and recommendations for handicapped students in each of several categories as indicated in Table 4

Though the convening of Child Study Evaluation Team meetings was planned for a number of students in different

Table 3

COMPARISON OF SURVEY RESULTS
STAFF RESPONSES

	Number of Staff			
	Pre Survey	Post Survey	Increase Number	Increase Percentage
SCHOOL A				
80% or above (14 or more correct responses)	0	11	11	28
50% or above (9 or more correct responses)	0	38	38	95
Below 50%	54	2	-52	5
Number Survey Respondents	54	40	-	-
SCHOOL B				
80 % or above (14 or more correct responses)	0	6	6	33
50% or above (9 or more correct responses)	10	15	5	83
Below 50%	5	3	-2	17
Number Survey Respondents	15	18	-	-

Table 4

CHILD STUDY EVALUATION TEAM MEETINGS

	Number Planned	Number Convened	Percentage Achieved
			%
Students in special education classes	42	21	50
Students waiting for placement	10	10	100
Students waiting to be screened	17	8	47
Students in regular class with speech and/or hearing handicaps	35	35	100
TOTAL	104	84	80

categories, lack of time made it impossible to convene so many meetings before the close of the school year. Of the 104 meetings planned, eighty-four or 80 percent of the meetings were held. The objective was achieved in the cases of students waiting for placement and students in regular class with speech and/or hearing handicaps. The objective was not achieved for students waiting for placement or for students in special education classes

Objective 3--To increase participation of special education teachers in at least four steps in the process (assessment, diagnosis, planning, sharing information and writing) of I.E.P. development for each of their students

from a level of zero the prior year to 100 percent at completion of the practicum

Evaluation of Objective 3--Of the nine special education teachers, eight participated in all five steps in the process of I.E.P. development for each of their students in the Educable Mentally Retarded (E.M.R.) and Trainable Mentally Retarded (T.M.R.) classes. One teacher participated in four of the procedural steps (assessment, planning, sharing information and writing) for the pupils in the class for the Severely and Profoundly Impaired (S.P.I.). (Diagnosis for these children had been accomplished by a central office supervisor before the teacher was assigned.) This objective was achieved

Objective 4--To reduce the amount of psychological data more than two years old from 58 percent to 5 percent

Evaluation of Objective 4--As a result of strategies utilized to reduce this problem, the number of outdated psychological testing records decreased from 58 percent to zero. This objective was achieved at the 100 percent level

Objective 5--To increase the percentage of Individualized Education Programs developed from 0 percent initially to 100 percent or eighty-three at the completion of the practicum

Evaluation of Objective 5--During implementation of the practicum, a total of eighty-three conferences were held for

the purpose of developing an Individualized Education Program for pupils already placed in and those newly admitted to special education classes. In addition, Individualized Education Programs were developed for thirty-five students in regular classes with speech and/or hearing handicaps and for ten students waiting for placement. The number of programs developed exceeded the number planned. The objective was therefore achieved

Objective 6--To facilitate and improve service to handicapped students in the following:

1. Increase the number of specific services to the handicapped from three to eleven

2. Decrease the number of children eligible for special education service waiting in regular class for placement from ten to zero, or

3. Increase the number of children served in the new S.P.I. class from zero to at least five

4. Decrease the number of underachievers waiting to be screened for special education eligibility from fifty-one to thirty-four

5. Increase the number of children mainstreamed

a. into academic settings from zero to five or 6 percent

b. into social settings from zero to at least seventy-five or 90 percent

Evaluation of Objective 6--Efforts to facilitate and improve service to handicapped students resulted in the delivery of services in the categories as shown in Table 5. The objective was totally achieved in four of the five categories as planned. Only 23 percent or eight of the thirty-four underachievers waiting to be screened were evaluated. The objective was not achieved for children in this category

Objective 7--To increase the percentage of parents informed about P. L. 94-142 from 3 percent to 50 percent by the end of the practicum

Evaluation of Objective 7--Data to determine the achievement of this objective for the L. P. Hill School was not retrievable when contact was lost after the writer's appointment to another school. The objective was therefore not achieved at that site.

To determine the extent to which parents in the second school (Feltonville) had become better informed after parent workshops were held, responses on a post survey were compared to responses on the same survey given prior to the workshops.

Examination of parent responses indicated that 100 percent of the parent group had more correct responses than on the first survey, with 42 percent giving correct responses to 50 percent or more of the questions reflecting knowledge or information as shown in Table 6. Although all parents involved were able to answer more questions correctly in the post

Table 5

FACILITATION OF SERVICE TO HANDICAPPED STUDENTS

	Number Planned	Number Achieved	Percentage Achieved
Increase specific services	7	7	100
Placement in special education class	10	10	100
Children served in S.P.I. class (new admits)	5	5	100
Underachievers screened	34	8	23
Children mainstreamed			
academic setting	5	9	100+
social settings (assembly, special activities)	83	83	100
art	2	21	100
music	10	10	100

Table 6

COMPARISON OF SURVEY RESULTS
PARENT RESPONSES*

SCHOOL B

	Number of Staff			
	Pre Survey	Post Survey	Increase Number	Increase Percentage
80% or above (14 or more correct responses)	0	0	0	0
50% or above (9 or more correct responses)	0	8	8	42
Below 50%	17	11	-6	58
Number of Respondants	17	19	-	-

*School A data not available

survey, the 42 percent level of those knowledgeable was less than that set by the objective which was, therefore, not achieved

Objective 8--To increase the percentage of parent participation in:

1. development of I.E.P.s from 0 percent to 50 percent or the participation of forty-one parents
2. workshops for parents of the handicapped from 8 percent to 25 percent or participation of twenty-one parents

Evaluation of Objective 8--Parents participated in the writing of individualized education programs for seventy-seven or 92.7 percent of the eighty-three pupils in the special education classes. This part of this objective was achieved.

Parent participation in the workshops held at Hill School fluctuated from session to session. Twenty-one workshop meetings were held with an average attendance of ten parents at each meeting. This number is less than that stated in the objective, therefore, the objective was not achieved.

Evaluation Summary

The initiation and implementation of this practicum resulted in the achievement of objectives planned as shown in Table 7. Four of the objectives were totally achieved. The other four objectives were partially achieved but not to the degree intended.

The evaluation summary indicates the need for attention to the area of staff development in that the objectives were not met as stated. Causative factors may have been (1) a weakness in the measuring instrument, (2) the need for inservice of a different type, or (3) the setting of expectations which were too high. Adjustments in any one or all three areas might possibly produce better results in the future.

Table 7

EVALUATION SUMMARY

Objective	Achieved	Not Achieved
1. Increase number of knowledgeable staff		x*
2. Organize, orient and convene Child Study Evaluation Team (for four categories of students)		x*
3. Increase special education teacher participation I.E.P. development	x	
4. Reduce amount outdated psychological data	x	
5. Increase number of I.E.P.'s developed	x	
6. Facilitate service to handicapped		
Specific services	x	
Reduce number students waiting for placement	x	
Increase number in S.P.I. class	x	
Reduce number students to be screened	x	
Increase number mainstreamed	x	
7. Increase number of informed parents		x*
8. Increase parent participation		
I.E.P. development	x	
Workshops		x

*Partially achieved but not to the level intended.

Since the focus of this practicum was on the acquisition of additional knowledge, and not on the changing of attitudes, the latter information was not included in the survey analysis. The information on attitudes, however, will be utilized as base line data for future work with the staff since attitudes and beliefs are key factors which underlie the implementation of all instructional and other programs.

CHAPTER VIII

CONCLUSION

The initiation and implementation of this practicum has precipitated a number of positive outcomes. Communication proved vital in that it had an impact at the school, district and city-wide levels.

It is important to note that though principals had responsibility of implementing the law, few, if any, written instructions existed which delineated proper procedures to be followed. Implementation of the law for education of the handicapped was in a state of evolution and conditions were optimum for creativity and the introduction of new ideas.

Early in the implementation of the practicum, therefore, in the situation of having to conduct and participate in meetings with parents of several Severely and Profoundly Impaired children to be admitted, and with little or no knowledge regarding this type of handicap, assistance was sought from the central office supervisor of this area. In addition, the attendance of district resource persons including the special education supervisor, the administrative assistant (in charge of special education), and an educational evaluator were requested at the meeting to assist the school personnel (prin-

cipal, counselor, and nurse). In the course of the meetings on these cases, there emerged questions to which no answers could be given by the aforementioned resource personnel. There were also differences in opinion regarding procedures and other matters. Concerns expressed by the principal (writer of this report) regarding the uncertainty of how to resolve the problems resulted in two additional central office persons being invited as observers to the next meeting which involved the writing of an individualized education program for a pupil. The visitors were able to observe procedures followed, listen to concerns, and note issues which needed to be resolved.

During a meeting recess, the central office personnel held a caucus during which certain decisions were made and procedures developed which were implemented in the meeting. A short time thereafter, procedures were delineated and information disseminated throughout the city related to what had occurred at the Hill School in what came to be known as a Child Study Evaluation Team meeting, later required of all schools for all handicapped pupils.

In another instance, while visiting another school for personal development, the writer had an opportunity to see a special program featuring a handicapped person. In company with the central office Executive Director of Special Education, and asked for an evaluation, the writer recom-

mended both the person and the program. Together they were viewed as a means of developing (1) an awareness of problems of the handicapped, and (2) an appreciation of their efforts to overcome handicaps. In addition, they were considered an excellent source of motivation for handicapped children. The recommendation proved helpful in that the person was later hired as a special education resource person available to schools throughout the city.

Alerting district and central office to specific student needs resulted in the following changes:

1. The establishment of a Resource Room at the Hill School with funding for the necessary personnel, equipment and materials. Children who qualified for mainstreaming were assigned to this room for help with the transition from special to regular classes

2. The allotment of an additional language skills teacher (reading teacher) for lowest achieving pupils in the intermediate grades. This position was funded from the district instructional program budget

3. The allotment of a Title I teacher for the lowest achieving pupils in grades one and two. The assignment of this teacher permitted the continued release of another teacher who implemented aspects of a specialized program (proven helpful to lowest achievers in the primary grades and to pupils in the Educable Mentally Retarded classes in prior

years). Without the addition of the Title I teaching position, the teacher trained in the specialized program methods would have been assigned to teach a regular class resulting, thereby, in the loss of an effective service to children

4. A change in the assignment of older (aged nineteen) Severely, Profoundly, Impaired children from the class serving younger children at Hill School to another school where the same type of class, more appropriate for their age, existed. The assignment change occurred as a result of the expression of concern and resistance on the part of the principal

5. The consideration of types of handicaps among Severely and Profoundly Impaired children when selecting a school for placement. In a similar situation as the aforementioned, several Severely and Profoundly Impaired children (non-ambulatory and able to do nothing for themselves) were assigned to the same classroom as other children in the category of handicap, but who were ambulatory and hyperactive. The former group of children would have been lying on the floor unprotected from the erratic and uncontrolled rambling, running and ball throwing of the other children. Since the combination of these two radically different groups of children in the same classroom could have constituted a danger to some of the children, concerns and strong protests were expressed to the special education supervisor and finally

to the district superintendent. Alerting special education personnel to the impending problem resulted in a change, thereafter, in the way S.P.I. children were assigned in District Four

6. District office scrutiny of past practices relative to (a) allocation and delivery of psychologists' services in districts and individual schools, and (b) the amount of time spent in performing the job. A letter of concern was sent to the district superintendent listing (1) forty-eight children whose psychological records were more than two years old, (2) ten whose records were five or more years old, and (3) fifty-one children waiting for psychological evaluation. The situation was critical in that the writing of individualized education programs required current psychological data.

The enormity of the problem revealed in the letter prompted the district superintendent to request the same information from the remainder of the thirty-two schools in the district. The findings revealed a massive problem which was reported and discussed at the central office level resulting in a similar type examination of delivery of these services in the entire system (eight subdistricts).

Following an analysis of the information collected, additional psychologists were hired, their working hours specifically delineated, and the allocation of their ser-

vices was adjusted according to school needs.

Discussion with the supervisor of home economics, including a request for an extension of state funded vocational training services (originally provided only for Trainable Mentally Retarded pupils) resulted in later authorization given by the state grantors.

Conducting parent workshops regarding special education at the Feltonville School made those who attended more aware of some of the problems with which schools must cope. Interest was stimulated in securing more information about services designed to help emotionally disturbed children and their families. The principal was requested to assist in contacting resource persons for Home and School Association meetings and/or workshops in the area of special education and related topics. Parents of handicapped children requested future workshops on the topic of "How to Help Children at Home" so that academic and social skills would continue to be reinforced during the summer.

The faculty at both the Hill and Feltonville Schools is (1) more willing to accept special education children in various activities, (2) more tolerant in accepting children for mainstreaming, (3) more understanding in their relationships with handicapped children in the learning disabilities classes and (4) helping regular class children to

better understand and be more tolerant of differences in children having problems. Teachers also requested additional meetings with special education resource personnel.

The expanded role of school staff members such as the counselor, nurse, home and school coordinator has become regular procedure. New procedures and forms related to recommendation, screening, processing and placement of handicapped children has become a part of the regular school operation.

The slide presentation has been used with staff members, parents and other members of the community. Brochures have been distributed as a means of disseminating information to parents of the handicapped and the general membership of the Home and School Association.

This communication model, especially in the area of staff inservice, parent workshops and the slide/tape package development and utilization has been shared with a group of prospective principals and principals to illustrate a method of facilitating the implementation of the law for the handicapped.

The slide/tape package has also been shared with some administrators in suburban schools and professors at a local college as a model which could be utilized with staff, community and with prospective teachers of both regular and special education classes. This practicum can serve as a

model of utilizing numerous communication strategies as a means of providing basic information regarding Public Law 94-142 and fostering better understanding of the needs of handicapped children and the program designed to help them.

APPENDIX 1

STAFF DEVELOPMENT PROGRAM AND RELATED MATERIALS

STAFF DEVELOPMENT SESSIONS

Content or Objective	Targeted Personnel Group	Leadership	Number of Meetings	Amount of Time
. Overview of Priorities and objectives	School Staff	Principal	1	1 hr.
. Task Force and Teacher Concerns	Special Education Teachers	Principal	1	2 hrs.
. Briefing on I.E.P. Program Development	Counselor Nurse Speech Therapists Physical Therapist	Principal Educational Diagnostician	1	2 hrs.
. I.E.P. Development Scheduling and Timetable	Special Education Teachers Nurse	Principal Counselor	1	1 hr.
. Conference on I.E.P. Development	Principals Special Education Teachers Psychologists Counselors Therapists	Division of Special Education (Central Office)	1	5 hrs.
. Multidisciplinary Team Concept - Citywide Meeting	Principals Counselors Therapists Psychologists Nurses Supervisors	Division of Special Education	1	3 hrs.

STAFF DEVELOPMENT SESSIONS

Content or Objective	Targeted Personnel Group	Leadership	Number of Meetings	Amount of Time
. Multidisciplinary Team Concept				
- District Meeting (Role of Counselor)	Counselors	Supervisor of Counseling	2	6 hrs.
- School Meetings	Special Education Teachers	Principal	4	5 hrs.
New Roles	Teachers of Regular Classes	Supervisor of Special	2	4 hrs.
New Procedures	C.S.E.T. Team	Education	4	6 hrs.
. Teacher Attitude and Interaction Workshops	School Staff - Professional - Paraprofessional	Principal Affective Education Office Personnel Special Education Teacher Leaders	2	4 hrs.
. Updating the Instructional Program - Reading - Mathematics - Language Skills - Social and Vocational Skills	Special Education Teachers Paraprofessionals	Principals Reading Supervisor Mathematics Resource Teacher Mathematics Coordinator (District)	5	7 1/2 hrs.
. Mainstreaming	School Staff	Principal	2	2 1/2 hrs.

STAFF DEVELOPMENT SESSIONS

Content or Objective	Targeted Personnel Group	Leadership	Number of Meetings	Amount of Time
. New Services for Handicapped Children - Vocational Classes - Resource Room - Physical Therapy	School Staff	Principal Special Education Supervisor Resource Room Coordinator Counselor	2	3 hrs.
. Special Education Program Update	School Staff	Principal Special Education Supervisor	3	4 hrs.

LESLIE PINCKNEY HILL SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

STAFF MEETING
10:00 - 11:00

September 8, 1977

I. WELCOME TO PERSONNEL

. Introductions

II. A NEW YEAR - SETTING THE TONE

. Careful Preparation
- Good Instructional Program - one in which child is:
Motivated
Challenged
Not overwhelmed
- Good Discipline
Lateral transfer - new policy and procedure
Discipline code is important

III. INTRODUCTION OF NEW PRINCIPAL

. Mrs. Jeanette Brewer, District Superintendent

IV. DIRECTIONS '77-'78 (Priorities)

Mrs. Katherine C. Jackson, Auxiliary Principal
. Reading Comprehension
. Writing
- Creativity
- Mechanics
. Individualized Educational Program Development for the Handicapped
. Mainstreaming

V. PUBLIC LAW 94-142

. Informal Survey
. Overview of Provisions

Katherine C. Jackson
Auxiliary Principal

If you have questions about the Individualized Education Program please feel free to contact the Division of Special Education, telephone number 299-7733, Stevens Administrative Center, 13th and Spring Garden Streets, Philadelphia, Pa. 19123.

The School District of Philadelphia is the public agency responsible for the development and implementation of the Individualized Education Program for all handicapped students residing in Philadelphia.

The following final regulations for the implementation of Part B of the Education of the Handicapped Act that relate to the Individualized Education Programs are reprinted, in part, below.

Federal Register, Vol. 42, No. 163 - Tuesday, August 23 1977

INDIVIDUALIZED EDUCATION PROGRAMS

§ 121a.340 Definition.

As used in this part, the term "individualized education program" means a written statement for a handicapped child that is developed and implemented in accordance with §§ 121a.341–121a.349.

(20 U.S.C. 1401(19).)

§ 121a.341 State educational agency responsibility.

(a) *Public agencies.* The State educational agency shall insure that each public agency develops and implements an individualized education program for each of its handicapped children.

(b) *Private schools and facilities.* The State educational agency shall insure that an individualized education program is developed and implemented for each handicapped child who:

(1) Is placed in or referred to a private school or facility by a public agency; or

(2) Is enrolled in a parochial or other private school and receives special education or related services from a public agency.

§ 121a.342 When individualized education programs must be in effect.

(a) On October 1, 1977, and at the beginning of each school year thereafter, each public agency shall have in effect an individualized education program for every handicapped child who is receiving special education from that agency.

(b) An individualized education program must:

(1) Be in effect before special education and related services are provided to a child; and

(2) Be implemented as soon as possible following the meetings under § 121a.343.

121a.343 Meetings.

(a) *General.* Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising a handicapped child's individualized education program.

(b) *Handicapped children currently served.* If the public agency has determined that a handicapped child will receive special education during school year 1977–1978, a meeting must be held early enough to insure that an individualized education program is developed by October 1, 1977.

(c) *Other handicapped children.* For a handicapped child who is not included under paragraph (b) of this section, a meeting must be held within thirty calendar days of a determination that the child needs special education and related services.

(d) *Review.* Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.

§ 121a.344 Participants in meetings.

(a) *General.* The public agency shall insure that each meeting includes the following participants:

(1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.

(2) The child's teacher.

(3) One or both of the child's parents, subject to § 121a.345.

(4) The child, where appropriate.

(5) Other individuals at the discretion of the parent or agency.

(b) *Evaluation personnel.* For a handicapped child who has been evaluated for the first time, the public agency shall insure:

(1) That a member of the evaluation team participates in the meeting; or

(2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

§ 121a.345 Parent participation.

(a) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including:

(1) Notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) The notice under paragraph (a)(1) of this section must indicate the purpose, time, and location of the meeting, and who will be in attendance.

(c) If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls.

(d) A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as:

(1) Detailed records of telephone calls made or attempted and the results of these calls.

(2) Copies of correspondence sent to the parents and any responses received, and

(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) The public agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

(f) The public agency shall give the parent, on request, a copy of the individualized education program.

§ 121a.346 Content of individualized education program.

The individualized education program for each child must include:

(a) A statement of the child's present levels of educational performance;

(b) A statement of annual goals, including short term instructional objectives;

(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;

(d) The projected dates for initiation of services and the anticipated duration of the services; and

(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

§ 121a.347 Private school placements.

(a) *Developing individualized education programs.* (1) Before a public agency places a handicapped child in, or refers a child to, a private school or facility, the agency shall initiate and conduct a meeting to develop an individualized education program for the child in accordance with § 121a.343.

(2) The agency shall insure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school or facility, including individual or conference telephone calls.

(3) The public agency shall also develop an individualized educational program for each handicapped child who was placed in a private school or facility by the agency before the effective date of these regulations.

(b) *Reviewing and revising individualized education programs.* (1) After a handicapped child enters a private school or facility, any meetings to review and revise the child's individualized education program may be initiated and conducted by the private school or facility at the direction of the public agency.

(2) If the private school or facility initiates and conducts these meetings, the public agency shall insure that the parents and an agency representative:

(i) Are involved in any decision about the child's individualized education program; and

(ii) Agree to any proposed changes in the program before those changes are implemented.

(c) *Responsibility.* Even if a private school or facility implements a child's individualized education program, responsibility for compliance with this part remains with the public agency and the State educational agency.

§ 121a.348 Handicapped children in parochial or other private schools.

If a handicapped child is enrolled in a parochial or other private school and receives special education or related services from a public agency, the public agency shall:

(a) Initiate and conduct meetings to develop, review, and revise an individualized education program for the child, in accordance with § 121a.343; and

(b) Insure that a representative of the parochial or other private school attends each meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school, including individual or conference telephone calls.

§ 121a.349 Individualized education program—accountability.

Each public agency must provide special education and related services to a handicapped child in accordance with an individualized education program. However, Part B of the Act does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

October 18, 1977

FACULTY MEETING AGENDA

I. HEALTH AND SAFETY OF CHILDREN
Regular Grade Teachers, Supportive Staff and Aides
Room 407-409

* A. Full Time Nurse Service - Mrs. Mary Lamont

B. Discipline Code - A Preventive Measure
Inner Discipline Helps in Emergencies

C. Fire Prevention
Policies and Directions
Activities
Review Fire Drill Directions,
Regulations and Preventive Measures
Conduct several lessons regarding:
Develop Bulletin Boards and/or Posters

Essay Contest - Grades 4, 5, 6

* D. S.O.S. - Volunteer Rescue Team Needed

E. General Announcements

* II. DEVELOPING INDIVIDUALIZED EDUCATIONAL PLANS (I.E.P.)

Special Education Class Teachers - Room 212
Discussion Leader - Mrs. Marion James, I. E. P.
Itinerant Teacher

Mrs. Katherine C. Jackson
Principal

SPECIAL EDUCATION DIVISION

INDIVIDUALIZED EDUCATION PROGRAM (IEP) PLAN

STUDENT'S NAME (FIRST, LAST)		
	DATE OF BIRTH	PUPIL ID
SCHOOL / DISTRICT	IEP REVIEW DATE	TODAY'S DATE
TEACHER(S)		GRADE/PROGRAM

PRIMARY ASSIGNMENT(S)	STARTING DATE	EXPECTED DURATION OF SERVICE
SERVICES		

REASON FOR ASSIGNMENT(S):

ADMINISTRATOR/SUPERVISOR RESPONSIBLE FOR PROGRAM (NAME AND TITLE):

ADDRESS	PHONE

THE FOLLOWING PERSONS HAVE PARTICIPATED IN THE EDUCATIONAL PROGRAM PLANNING CONFERENCE:

SCHOOL DISTRICT REPRESENTATIVE (NAME AND TITLE)
TEACHER(S)
OTHERS

STUDENT	PARENT

PARENT RESPONSE: I ☐ DO ☐ DO NOT APPROVE OF THE INDIVIDUALIZED EDUCATION PROGRAM WHICH IS RECOMMENDED.

_____ _____

Signature of Parent — Date

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response also indicates that you waive the right to a hearing at this time.

0903 0/77 THE SCHOOL DISTRICT OF PHILADELPHIA

EDUCATIONAL LEVELS & OBJECTIVES

SCHOOL	STUDENT'S NAME

ASSESSMENT PROCEDURES	CURRICULUM AREA	DESCRIPTION OF PRESENT EDUCATIONAL LEVELS	DATE	PROGRAM PLANNER

INSTRUCTIONAL AREA	ANNUAL GOALS	PROGRAM PLANNER

SHORT TERM OBJECTIVES	ASSESSMENT PROCEDURES	PRE - TEST		POST - TEST	
		DATE	SCORE	DATE	SCORE

3304 5/77 THE SCHOOL DISTRICT OF PHILADELPHIA

INSTRUCTIONS FOR COMPLETING IEP

1. DEMOGRAPHIC DATA - Fill in all applicable sections with the appropriate data: student's name, school, birth date, pupil identification number (found on attendance sheet), teacher (classroom teacher, therapist), district, anticipated date for IEP review and program assignment for school year.

   It is also necessary to enter the parent's address. If there is no space available on your form, place the address directly above the student's name.

2. PRIMARY ASSIGNMENT - List the primary assignments for the student during the current year. These include special class placement and speech, language, vision or hearing therapy. Indicate the amount of time the student receives therapy or is in the special class placement. Also, fill in the starting date and expected duration of service (usually one year) and anticipated IEP review date.

   It is also necessary to add a statement on mainstreaming. Specify the number of hours the child will receive, and if none is to be given state mainstreaming "0" hours and rationalize it under "Reason for Assignment."

3. SERVICES - List the related services the student will receive. These include transportation, audiology, psychological services, medical services (diagnostic and evaluation), and P.T./O.T. Indicate the amount of time the student receives therapy or is in the special class placement and fill in the starting date and expected duration of service.

   In addition, physical education (regular or adaptive) must be included on all IEPs. It can be given by the regular teacher but it must be included in the program.

4. REASON FOR ASSIGNMENT - State physical, psychological and intellectual status which warrants special education placement and services. Reasons must be multiple as no one discipline can determine that a child is handicapped.

5. PERSON RESPONSIBLE FOR PROGRAM - Unless otherwise indicated, the principal will be responsible for monitoring the program.

   Indicate all people who have participated in the IEP planning conference. The representative of the School District is someone qualified to provide or supervise the provision of special education other than the child's teacher. Generally, the School District representative is the principal or his designee. Designees may include counselors, another special education teacher or an IEP itinerant teacher.

6. ASSESSMENT PROCEDURES - Specify the types or names of assessments that have been used to determine the student's current psycho-educational status. Types of tests which may be used include, but are not limited to:

   Standardized Formal Assessments (name)
   General Achievement Tests (name)
   Formal Diagnostic Tests (name) Standardized
   Informal Assessment (type)
   Criterion Referenced Test (type)
   Informal Diagnostic Test (type)

7. CURRICULAR AREA - Specify curricular area measured by assessment.

8. DESCRIPTION OF PRESENT EDUCATIONAL LEVELS - The description may include the following: grade levels in curricular areas, developmental levels, acquired skills and specific behaviors, etc. It is important that this description clearly identifies the current functioning of the student in measurable terms.

9. DATE - Date at which assessment is administered.

10. PROGRAM PLANNER - Person or persons who have administered the assessment or who have reviewed all available diagnostic information.

11. INSTRUCTIONAL AREAS - Should include those curricular areas in which the student will receive special education. These areas must relate to the listed assessment areas.

12. ANNUAL GOALS - Should reflect anticipated growth and achievement for the school year. The goals should be general, but specific to curricular areas and based on assessment and description of present educational levels. For newly-identified expectional students, the goals should be very general and reflect generally-accepted major curricular goals.

13. PROGRAM PLANNERS - Those person/persons who have set the goals.

14. SHORT-TERM OBJECTIVES - Derived from annual goals in each instructional area, they represent smaller, more manageable tasks sequenced towards the annual goal. The short-term objectives provide measurable milestones toward achievement of the related annual goals.

15. ASSESSMENT PROCEDURES - Must be specific to the objective. Generally, these procedures will be criterion-referenced and often will be teacher-made tests.

16. PRE-TEST/POST-TEST - Record date and score of assessment both before and after instruction.

SPECIAL NOTE: Only one I.E.P. can be developed for each child. If there is more than one primary assignment, they are all to be included on one form.

rev. 11-1-77

IEP PRINCIPLES

AND CRITERIA FOR EVALUATION

INTRODUCTION

The requirement of a written Individualized Educational Program (IEP) for every handicapped student requiring special education is one of the most significant provisions of P.L. 94-142 ("Right to Education for All Handicapped Children Act. of 1975"). While the law is quite explicit in its labeling of the components that must be present in each IEP, there is very little direction provided by the Act or by accompanying Federal Regulations to allow special educators to know what is meant by such terms as "present educational levels" or "annual goals". The principles and guidelines which follow are an attempt to provide direction for special educators in their completion of IEPs. The intent is to facilitate the development of IEPs which are instructionally meaningful both in content and in their ease of implementation in the classroom.

Though the principles and guidelines were developed concurrently, the principles are presented first in that they help to explain the rationale behind the IEP criteria. The principles also serve to aid in resolving questions about the development of IEPs which may not be addressed directly by the IEP criteria.

IEP PRINCIPLES

The following conceptual principles were arrived at through long-term involvement with the IEP by special educators who were at once developing initial IEPs and training others in the process of writing IEPs. They represent an attempt to summarize the facets or characteristics which can make the IEP meaningful to the classroom teacher.

The IEP as a Summary Document

The IEP should serve to summarize the highlights or emphases of the students present functioning and year's program. It is not to serve as a total description of <u>every</u> student skill and <u>every</u> goal and objective which might be achieved by the student over the course of the year. The IEP should be considered a summary document which states how an individual student's program is different from his peers', with some degree of overlap.

The IEP as Instructionally Meaningful

The IEP should consist of information which comprises the content of instruction which takes place in the classroom. That is to say, the goals and objectives established for the student should be stated in the same terms as the content of the teacher's instruction. Establishing a goal that the

student will increase .5 years on an achievement test is not instructionally meaningful. Stating the the student will learn 25 new sight words is the stuff of instruction and would be an appropriate goal.

The IEP as Integrated

The components of each IEP should hold together. The information included in the Present Level section should lead the reader to the Annual Goals from which the Objectives, Evaluation and Criteria should spring. There should be continuity in moving from one section to the next that suggests that there was some directed intent to the process of describing the student's present skills and developing appropriate goals and objectives.

The IEP as Curriculum-Based

The process of developing the IEP and its implementation in the classroom is curriculum-based. The curriculum serves as the context within which the IEP "occurs", so to speak. It is the framework within which the student's skills are assessed and described and from which the goals and objectives are derived. A corolary of this particular principle is the importance for the teacher to be familiar with his/her total curriculum so that the range of possibilities for the student may be considered when developing the IEP.

The IEP principles serve as the underlying foundation for the development and implementation of IEPs. They are the assumptions which help to structure or limit one's thinking about IEP and which help to decide such matters as how much information should be included by the teacher in his/her contribution. The IEP principles are also the basis for the IEP criteria. The IEP criteria put into practical terms the implications of the IEP principles for each of the instructional components (e.g. present levels, annual goals, etc.).

IEP CRITERIA

The criteria presented here were developed for use in professional training programs aimed at preparing participants to write IEP plans. They were designed to provide trainers and participants with:

1. a basis for interpreting feedback on written IEP plans.
2. a convenient reference for peer or self evaluation of written IEPs.
3. a basis for evaluating the overall effectiveness of the training program in preparing participants to write IEPs.

Because the criteria specified for adequate IEPs are based on interpretations of the law's requirements, it is entirely conceivable that alternative interpretations may be made by others. Where professional judgment suggests that some alternative criteria or additional criteria be incorporated into the list, it is a simple matter to adapt the guidelines and forms to accomodate these changes.

Note: While the criteria for evaluating the written IEP plan provide a means for judging the adequacy of an IEP document, they do not provide a basis for evaluating two of the most crucial requirements of the IEP: (1) the match between the IEP and the student for whom it was developed, and (2) the completeness of the plan in respect to curriculum and special services needs. It is possible that a written IEP plan could meet all of the criteria and, yet, prove to be poorly fitted to the student and to his particular need for special services.

Present Education Levels

Information reported in the Present Education Level Section should emphasize educationally relevant data for a curriculum area (e.g. reading) or instructional area (e.g. self-help skills). Information derived from informal assessment proceudres (such as classroom observations, anecdotal records, and teacher-made tests) and criterion-referenced tests can provide more educationally relevant data than standardized achievement tests.

1. Is assessment data reported for each instructional area in which annual goals are specified?

   While reported data may encompass many instructional areas, the minimum requirement is for some information to be provided for each area in which individualized instruction is to occur.

2. Is the assessment information relevant and specific to the selection of annual goals?

   Annual goals are derived from assessment data which indicate areas of weakness or target areas for instruction.

3. Does the statement of present education levels go beyond the reporting of test scores?

   To be instructionally meaningful the present level section should highlight qualitative information about the student's skills.

4. Are the upper limits of skills described?

   Rather than describe all skills the student has mastered, it is best to focus on the level in different areas where the student's skills begin to break down.

5. Does the Present Level section describe the student's present skills rather than what should be taught or be a justification for placement?

   The information should summarize the student's present level of attainment and should not be a forum for justifying placement or establishing goals for the student. Such information belongs elsewhere.

Annual Goals

Annual goals are written statements of what the student is expected to learn from the prescribed educational program. They represent broad targets of the student's program and expected educational growth which can take place over the academic year. Annual goals should be general in scope, yet specific enough to focus instruction in appropriate curricular areas. Because specific measurement of achievement will be indicated at the short term instructional objective level, it is not essential that annual goals be stated in behavioral terms. The following minimum criteria can be used for evaluating the adequacy of annual goal statements.

6. Do the Annual Goals follow from the description of present levels?

   The selection of annual goals should be supported by the reported assessment data. While a point to point correspondence between assessment data and annual goals is usually not possible, the goals should be related to the supporting assessment information.

7. Are annual goals referenced to a sub-division of the curriculum content area?

   The annual goal should address the curriculum content sub-division rather than the content area itself. For example, "Demonstrates increased ability to apply phonics skills" is acceptable while "Displays increased ability to read" is not. Common sub-divisions for such curriculum areas as mathematics and self-help skills are represented in the chapter divisions of text books, curriculum guides, or published sets of objectives for these areas.

8. Are annual goals independent from reference to specific grade or curriculum levels?

   Annual goals should be addressed to sub-divisions of curriculum content areas and should not focus on projected gain scores (e.g. movement in developmental age or grade equivalents) or movement within a specific curriculum (e.g. "Complete books 4, 5, and 6 in the Ginn Reading Series"). Reference to specific media, methods, and materials can be made in a section of the IEP form reserved for such information.

9. Do the annual goals reflect anticipated learning of more than one behavior?

   Except for the IEPs of very low functioning students, a student's annual goals should subsume the learning of a number of different behaviors. These behaviors can then be described in the short-term instructional objectives.

Short-Term Instructional Objectives

Short term instructional objectives are derived from the annual goals in each instructional area. They represent smaller, more manageable learning tasks a student must master on the way to achieving the more general annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goal.

10. Are the objectives linked to each annual goal statement?

    Because the objectives are derived from the annual goals, they should clearly describe learning tasks which would allow one to determine if the annual goals are achieved.

11. Are there a sufficient number of objectives to adequately represent the tasks necessary for achieving the annual goals?

    Because short-term objectives represent milestone steps toward achieving an annual goal, there should be a sufficient number of them to guide the instructional process. For most annual goals a minimum of 3 to 6 short-term objectives is sufficient.

12. Are the objectives stated in behavioral terms?

    Short-term instructional objectives should provide a clear description of what the student will be able to do as a consequence of instruction. This requires the use of action verbs (e.g. write, identify, list) which convey unequivocal behavior. Action verbs allow the expression of short-term objectives in observable and measurable terms.

13. Are the evaluation procedures for determining achievement of the objectives described?

    Evaluation procedures for each objective should be specified. An objective's condition statement provides information useful in developing appropriate tests or tasks to measure achievement.

14. Are the objective criteria clearly stated?

The criterion for acceptable performance on an objective describes how well the learner must perform the specified task to demonstrate mastery. This often takes the form of "... with no more than 2 out of 10 incorrect," or "... 90% of the time."

15. Does the sequence of short-term instructional objectives appear to be logical?

Although the exact sequence of objectives is often an arbitrary matter, many objectives are dependent on the achievement of prerequisite skills that should occur earlier in the sequence of instruction. When the sequence of instruction clearly makes a difference, the short-term objectives should be presented in the appropriate hierarchical order.

Instructional Methods and Materials

While a statement of specific methods, media, and materials is not required on the written IEP plan, some school systems or special education programs may require it. Even when it is clearly optional, many programs will provide a space or column on the IEP form for including or making reference to this information.

Determination of the appropriateness of methods/media/materials for instruction on a short-term instructional objective requires knowledge of the particular subject area as well as the instructional resources available. Therefore, the judgment of whether a particular statement of the methods/media/materials is appropriate and sufficient for instruction on an objective requires knowledge of instructional practices and resources for the subject content area.

16. Are methods/media/materials specified for each short-term objective?

17. Do methods/media/materials appear to be appropriate for each short-term objective?

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
Thirty Second and Ridge Avenue
Philadelphia, Pennsylvania

FACULTY MEETING AGENDA

October 25, 1977

*I. SCHOOL SERVICES

. Health and Safety - Mrs. Mary Lamont, School Nurse
  . Information
  . Concerns
. Your Counselor in Action - Mr. Arthur Wells

II. FOR YOUR INFORMATION

Please read announcements which will be distributed via your mailbox.

III. READING - OUR FIRST PRIORITY

Mrs. Ruth L. White, Supervisor - Language Arts
  . District Progress
  . Hill School Progress

IV. READING WORKSHOPS - Small Group

Leaders: Language Skills Teachers
  Mrs. Pauline Allen - Room 205
  Mrs. Edith Rambeau - Room 305

V. SPECIAL EDUCATION CLASSES

I.E.P. Development - Collection and Analysis of Data

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
Thirty Second and Ridge Avenue
Philadelphia, Pennsylvania

FACULTY MEETING AGENDA

November 15, 1977 2:15 P.M.

I. P.F.T. ANNOUNCEMENTS Mrs. Shirley Cooley, Bldg. Rep.

*II. PUPIL SERVICES
A. Placement for specialized instruction - L.D. and Resource Room

B. Attendance - New Home and School Visitor - Mr. Jerry Epstein

*C. Counseling

*D. Psychological Services - Priority - Special Education

III. SCHOOL POLICIES
A. Discipline Code

B. Escorting and meeting classes

Lesson Plans - Due each Friday

IV. SCHOOL DISTRICT POLICIES
A. Monthly Reports *No changes in classroll numbers unless authorized by office.

B. Attendance Reports* and Referrals - Dates and comments MUST be filled in.

C. Progress Reports - Due November 21st, your cooperation is appreciated.

V. EXTRA CURRICULAR ACTIVITIES - To begin after Thanksgiving.

* Reports are state records for subsidy purposes.

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
Thirty Second and Ridge Avenue
Philadelphia, Pennsylvania

S T A F F D E V E L O P M E N T

November 22, 1977

GROUP I — Room 204

Kindergarten, Grades 1 and 2
E.M.R. - Room 101
*T.M.R. - Rooms 210, 212, 213, 215

A. Mathematics — Room 204, 1:00 - 1:50

Filmstrip Preview
Discussion - Application to Class Instruction

B. Reading Workshop — Room 205, 1:55 - 2:45

Leader: Ms. Pauline Allen
Language Skills

GROUP II — Room 407, 1:00 - 2:45

Grades 3-6, Checkpoint
Grade 7 - Rooms 404, 400, All substitutes
E.M.R. - Room 403
*T.M.R. - Rooms 206, 207

Mathematics Workshop
Leader: Ms. Catherine Dickerson
E.M.R.T.

GROUP III Language Arts Program — Room 300

Ms. Rambeau, Wilkins, Plummer
Ms. Allen, Swartz

GROUP IV Supportive Teachers
SPI
Instructional Planning - on your own

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
Thirty Second and Ridge Avenue
Philadelphia, Pennsylvania

FACULTY MEETING AGENDA

December 6, 1977

I. PERSONAL
Welcome to:
Mrs. E. Hackney
Mrs. L. Petkov
Mrs. D. Gordon
Mr. Roger Andrews - 7th Grade Math Teacher

*II. ADDITIONAL PUPIL SERVICES
Teacher recommendations needed for:
Mathematics Program
Academically Talented Program

III. EXTRA CURRICULAR ACTIVITIES
Parent permission slip required before attendance.
Mr. Mack on duty until 4:30 P.M.

IV. ASSEMBLY PERIOD
Fridays - 1:30 to 2:45 P.M.
Special Programs to be announced!

*V. SCHEDULING NURSING SERVICES (Priority - Special Education)
Mrs. Mary Lamont, R.N., F.N.C.

VI. HOLIDAY PARTIES
Please schedule for Friday, December 23rd only.

VII. EXCESSIVE ABSENCE
Professional and para-professional.
Please note: Excessive absence may lead to dismissal.

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
Thirty Second and Ridge Avenue
Philadelphia, Pennsylvania

S T A F F D E V E L O P M E N T

December 20, 1977

1:00 - 2:45 P.M.

I. PUBLIC RELATIONS ITEMS FOR THOUGHT AND DISCUSSION - SMALL GROUPS

II. READING AND LANGUAGE ARTS WORKSHOPS

GROUP A - READING - Room 305 - Grades 4-7
Leader: Mrs. Edith Rambeau, Language Skills

GROUP B - LANGUAGE ARTS - Room 204 - Grades K-3
Techniques
Preparation for C.A.T.
Leader: Mrs. J. Swartz, Language Arts

*GROUP C - READING AND MATH - Room 209 - E.M.R./T.M.R./ S.P.I./and Supportive Teachers
Leader: Mrs. Katherine C. Jackson, Principal
Mrs. Nancy Curenton, E.M.R.

GROUP D - ON YOUR OWN
Supportive Teachers and other Staff

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

January 3, 1978

FACULTY MEETING

!!!!HAPPY NEW YEAR!!!!

I. P.F.T. Announcements - Mrs. Shirley Cooley - Bldg. Representative

II. Mathematics Survey Results - Incomplete

III. Sponsors and Liaison Teachers Needed

Science
Video Cassette Program

IV. Class Trips

New Opportunities - See Bulletin Board - 1st Floor
Procedures - School Approval
District Office Approval
Parent Notice

V. Pupil Suspension - New Policies - Mr. Irby, Administrative Assistant

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

January 24, 1978

A G E N D A

**P.F.T. Announcements — Mrs. Shirley Cooley, Building Representative

I. ADMINISTRATIVE

*. Welcome to Ms. Ronitt L[illegible]heim, Resource Room Teacher

. THINK ATTENDANCE
What has been the % of attendance so far this year for:
. Your pupils?
. You?

Reminder: Excessive use of leaves may be a cause for disciplinary action.

. CULTURAL ENRICHMENT FOR PUPILS

. STAFF DEVELOPMENT OPPORTUNITIES
. Urban Discipline
. Afro American Studies
. Testing

*II. STAFF DEVELOPMENT

. Regular and Supportive Teachers - Room 200
Preparation for CALIFORNIA ACHIEVEMENT TESTING
Mrs. Edith Rambeau - Testing Coordinator

*. Special Education Teachers - Room 209
Completion of I.E.P.'s
Forms due in office no later than February 2nd

. SCHOOL NURSE DAY - January 25th.
Mrs. Mary Lamont - WE SALUTE YOU!!!!!

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

SPECIAL STAFF DEVELOPMENT MEETING

January 31, 1978

AGENDA

**PFT Announcements - Mrs. Shirley Cooley - PFT Representative

I. Preparation for STANDARDIZED TESTING - Grades K-7 - Room 200, Supportive Staff

. Stanford Early Achievement

. California Achievement Test

*II. COMPLETION OF I.E.P.'s - Special Education - Room 209.

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

FACULTY MEETING AGENDA

February 21, 1978

. Announcements - P.F.T. Representative

. Suggestions for Staff Development regarding Education for Handicapped Students. (Please list ideas on a 3x5 card and submit by Friday Noon.)

. THINK ATTENDANCE!!!
(Memos have been sent to those having five or more absences.)

. Brainstorming Session - Ways of helping teachers new to the school

Katherine C. Jackson

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

February 28, 1978

S T A F F D E V E L O P M E N T

AGENDA

1:15 - 2:45 P.M.

ANNOUNCEMENTS — P.F.T. Representative

AFFECTIVE EDUCATION WORKSHOP

PERCEPTIONS - Impact on Self Image and

Teaching/Learning Relationships

Dr. Earline Sloane
Supervisor

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

STAFF DEVELOPMENT

AGENDA

March 28, 1978

TOPIC: IMPLEMENTATION OF PUBLIC LAW 94-142

I. FILM - Public Law 94-142

Introduction - Mrs. Katherine C. Jackson

II. QUESTIONS AND ANSWERS

Resource Persons:

Classroom Teachers of E.M.R., T.M.R., and S.P.I.
Students

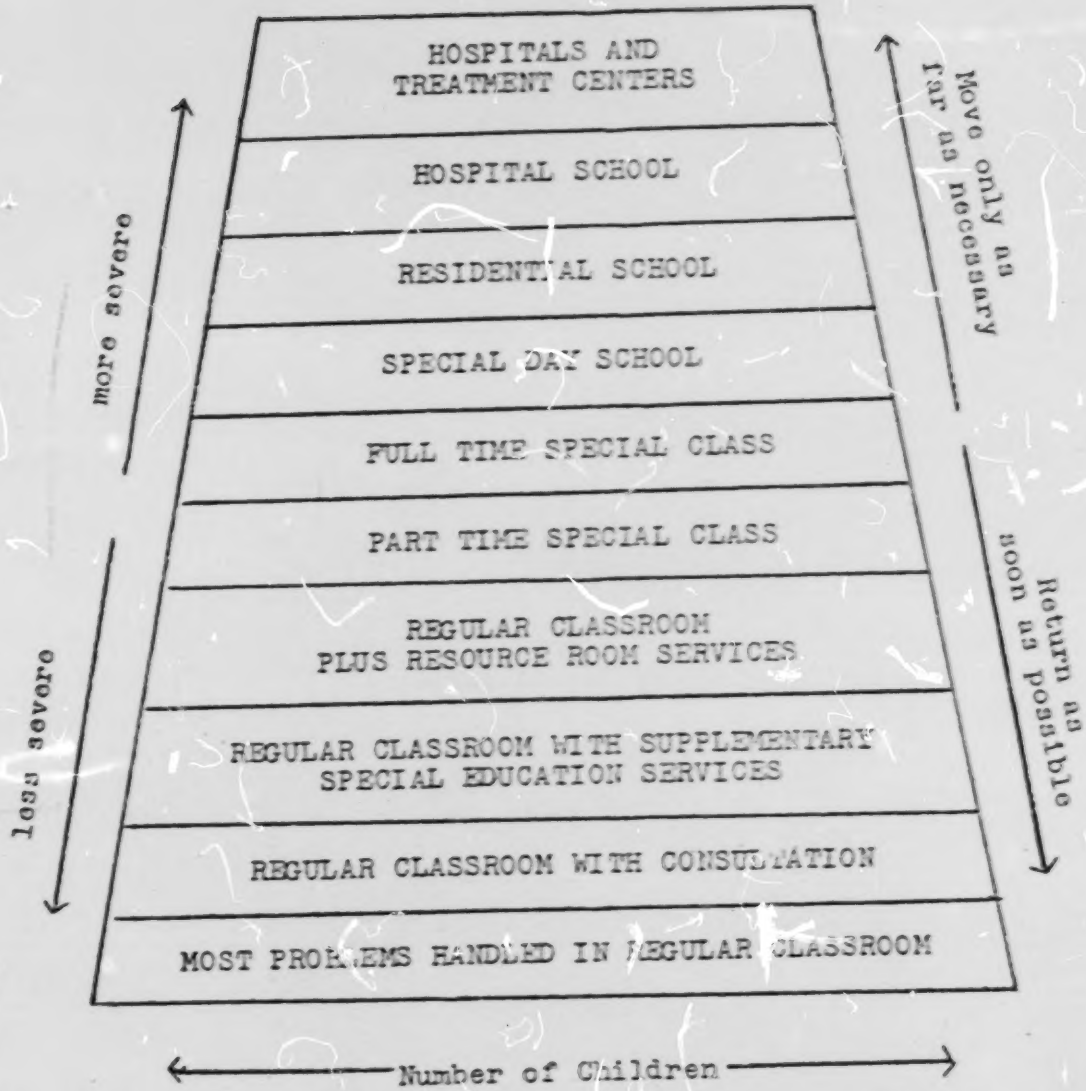
III. A FORWARD LOOK

Katherine C. Jackson
Principal

FIGURE 2

SPECIAL EDUCATION

A POINT OF VIEW


HOSPITALS AND TREATMENT CENTERS
HOSPITAL SCHOOL
RESIDENTIAL SCHOOL
SPECIAL DAY SCHOOL
FULL TIME SPECIAL CLASS
PART TIME SPECIAL CLASS
REGULAR CLASSROOM PLUS RESOURCE ROOM SERVICES
REGULAR CLASSROOM WITH SUPPLEMENTARY SPECIAL EDUCATION SERVICES
REGULAR CLASSROOM WITH CONSULTATION
MOST PROBLEMS HANDLED IN REGULAR CLASSROOM
more severe
less severe
Move only as far as necessary
Return as soon as possible
Number of Children

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

S T A F F D E V E L O P M E N T

AGENDA

April 25, 1978

I. WHAT'S THE STATUS OF THINGS?

(Reading Progress to Date)

A. District
Mrs. Katherine C. Jackson

B. L. P. Hill

C. Grade - Mrs. Edith Rambeau, Language Skills Teacher
Grades 5, 6, 7

Mrs. Pauline Allen, Language Skills Teacher
Grades 1, 2, 3, 4

II. WHERE DO WE GO FROM HERE?

(Setting Leading Plan Objectives)

A. Basic Program

B. Title I Program

*III. SPECIAL EDUCATION WORKSHOP

(Reading and Mathematics)

Mrs. Katherine C. Jackson
Mrs. Catherine Dickerson - Math Resource Teacher

Mrs. Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

S T A F F D E V E L O P M E N T

AGENDA

May 23, 1978

ANNOUNCEMENTS

*I. EDUCATION FOR THE HANDICAPPED

The Resource Room
Slide Presentation
Mr. Dom Weir, Coordinator
Resource Room Program - Division of Special Education

II. CONCEPT AND LANGUAGE DEVELOPMENT

TV Cassette Program
Mrs. Patricia Bricklin
Division of Radio/Television Education

SPECIAL EVENTS

*May 24th - Special Education - Special Education Assembly

*May 25th - Play Day - Rain Date May 26th

May 26th - Mathematics Workshop - Mr. Bernstein, Math Specialist

May 29th - Memorial Day Holiday

Katherine C. Jackson
Principal

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania

FACULTY MEETING

AGENDA

June 6, 1978

I. Announcements

. P.F.T. Representative

. General

II. Facts, Feelings and Fantasies

Human Relations Collaborators

Mrs. Natalie V. Willis, District 4

Mrs. Jean Williamson, District 6

Office of Integration and Community Affairs

Katherine C. Jackson
Principal

FELTONVILLE SCHOOL

October 23, 1979

FACULTY MEETING AGENDA

P.F.T. ANNOUNCEMENTS - Mrs. Averille Ford, Representative

I. Observation Opportunity

Hancock Demonstration School

II. Special Education

A. Survey - Please submit before meeting begins

B. Introduction to Public Law 94-142

- Historical Background (Law)

- Facets

- Filmstrip

Resource Consultant: Mrs. Eileen Silver, Teacher
Special Education

UNITED FUND CAMPAIGN - October 22nd to November 9th

Katherine C. Jackson
Auxiliary Principal

Common Special Ed. Designations:

1.	E.M.R.	Educationally and Mentally Retarded
2.	S.E.D.	Socially and Emotionally Disturbed
3.	L. D.	Learning Disabled
4.	Resource Rooms	For mild S.E.D., L.D., and E.M.R. Includes Mainstream
5	M.G.	Mentally Gifted
6	T.M.R.	Trainable Mentally Retarded
7	S.P.I.	Seriously and Profoundly Impaired

Characteristics, etc. of above:

(EMR) 1. I.Q. designation of 79 and below but since I.Q. divisions are often 3 (Verbal, Performance and Full as in WISC-R; an I.Q. of approximately 70 to 79 in any one of the 3 areas could lead psychologist to consider that child is retarded.)

(SED) 2. Average I.Q. or above to go into S.E.D. 80 I.Q. and above. Could even be very high such as MG (130 I.Q.) and above and still be S.E.D.

(L.D.) 3. L.D. Average I.Q. or above as in #2.

(R.R.) 4. Resource Rooms as well as L.D. could include some Mainstreaming. Children may go into Res. Room for mild degree of:

(1) Emotional (S.E.D. types)
(2) L.D. (Learning Disabled types)
(3) E.M.R. (Mentally Retarded types)

Note for 4: (Since legally, Res. Rooms are Spec. Ed. C-SED must state which of 3 (mild) categories led to Res. Room teaming)

5. M.G. Mentally Gifted. Usually 130 I.Q.

6. T.M.R. I.Q. very low, under 55 I.Q.

7. S.P.I. Severly, Profoundly Impaired - 30 I.Q. and below

Comments on E.M.R.: (small classes)

A. Since I.Q. 70-79 is "Borderline" range in a given case the psychologist may deem a child retarded in a mild-limited sense. If so, an E.M.R. could go into Res. Room for "mild retardation and be mainstreamed. (Same setting, Res. Room, could accept mild S.E.D. and mild L.D. as determined by C.-SED).

B. A self-contained E.M.R. class would, typically, have children who are there because of retardation deemed greater than the "mild." The reason for this is that the goal is "least restrictive environment." The "mild" E.M.R. may well move it in Res. Room. If in self-contained E.M.R., 15% may be Mainstreamed.

Comments on S.E.D.

A. Could be self-contained class with some (or no) Mainstream. (Less than if the S.E.D. child was in a Res. Room).

B. Small numbers. Average intelligence. Of as short duration as possible (not exceeding 2 years)

C. Emotion is primary reason for not caring for them in regular classes.

D. Psychological and psychiatric needed to place in S.E.D.

Comments on L.D. (Average I.Q. and above)

A. If full-time, self-contained, no particular mainstreaming (lunch, Gym, Music excepted usually)

B. 12 in a class: usually individual instruction

C. Reasons or L.D. aspects - Reading, Language Arts, Arithmetic, Perceptual Skills

D. Ancillary Services provided in areas such as speech, language Therapy, vis-mtr-coord., psychological services, etc.

E. Mild LD could go into Res. Room

F. Gradual Mainstreaming as pupil demonstrates readiness for some

G. Not eligible for L.D.: pupils whose serious discrepancy between potential and performance is primarily due to:

1. educational deprivation
2. cultural deprivation
3. economic deprivation
4. lack of facility in English

Note concerning 4:

All bilingual students must receive evaluations in their primary language. Such evaluations make it possible to eliminate language per se as a causative factor of learning disability. Child whose I.Q. is deemed average or normal in his primary language eval. could, conceivably, be eligible for L.D. class.

Comments on Res Rooms

A. Accepted are mild S.E.D., E.M.R., L.D.

B. 6-10 in class; individualization

C. Reading and Math stressed

Note: In Special Education classes Res. Room children carry grade designations as do regular class children, e.g., grade 10, 11 etc.

Other class members, such as S.E.D., L.D., E.M.R., etc. are not identified by grade level.

Comments on I.Q.

While I.Q. figures were used throughout don't be bound by numbers above since, in many cases C-Set (Child Study Evaluation Teams) may deviate from these as other evidence or information affecting placement is considered.

For example, one case where I knew that L.D. was serious enough to merit full-time L.D. placement was changed to Res. Room on trial basis because a parent and present teacher felt that knowing the child and his reaction to a label placement would set him back rather than advance his education.

10/18/79

FELTONVILLE SCHOOL

FACULTY MEETING AGENDA

November 20, 1979

. P.F.T. Announcements - Mrs. Averille Ford

. Student Council Activities - Bribe vs Motivation

. Presentation of Books from Olney Community Council in memory of Mr. Schiavone

. Observation Opportunities are available for

  . Hancock Demonstration School
  . Masterman School

  Observation Days - Tuesday, Wednesday and Thursday

. Bloodmobile - Dr. E. Cortez, Coordinator

  Dates: November 27, 28
  Place: Lawton School

. Extra Curricular Activities

  Hours: After school or 12:20 p.m. - 12:45 p.m.

  Teachers are to have duty-free lunch period.

  No children should be upstairs before 12:20.

. Staff Development - Special Education

  . Filmstrip Presentation: PL 94-142
  . Questions

  Resource Person: Mrs. E. Silver, Teacher - Learning Disabilities

. Announcements

  United Way - $86.00 student contributions

HAPPY THANKSGIVING

Katherine C. Jackson
Principal

MEETING THE NEEDS OF EXCEPTIONAL STUDENTS: TEN SUGGESTIONS

"The backward child will show us the educational way for all children."

Lightner Witmer,
Founder of 1st psychological clinic in USA
University of Pennsylvania, 1906

The integration of exceptional students into regular education classrooms requires expanding and adapting instructional activities so that all students are involved and learning at their individual optimal levels. The suggestions that follow are important for exceptional students, but could be beneficial for all students, especially those demonstrating difficulties in learning or adjustment.

1. Know the student and his/her diagnostic profile.

   -strengths & weaknesses in skill areas and other behavior
   -health-medical conditions, if any, and effects on classroom performance
   -social-emotional influences
   -student/parent interview
   -cumulative records, IEP, CSET reports

2. Utilize all available resources for assistance.

   -CSET members
   -parents
   -special education teachers and other special education staff
   -agencies/organizations
   -special materials, equipment

3. Utilize principles of diagnostic-prescriptive teaching.

   -pretest
   -plan program of goals with student
   -select objectives with student
   -teach in small steps
   -involve student in evaluating progress
   -revise or extend as necessary
   -posttest

4. Utilize a diversity of materials at varied levels of difficulty.

   -avoid single textbook approach
   -utilize learning centers and kits
      (old textbooks, workbooks cut-up and glued on task cards)
      (duplicated worksheets at lower grade levels)
      (puzzles and games which embody skills being taught)
   -encourage repetition and multiple embodiment of skill being taught

5. Utilize levels of learning performance appropriately.

-Independent level Student can operate with total success. All homework, seatwork and other reinforcement activities should be provided at this level.

-Instructional Level Student can perform successfully with teacher direction or assistance. Involves skills which the student is learning, but are new to the student. As the student progresses, instructional level skills become independent skills.

-Frustration Level Student lacks the skills or concepts to perform at this level. Reactions include failure, confusion, anxiety, acting-out, apathy.

6. Carefully structure learning activities.

-provide all the pieces
-keep tasks small & manageable
-avoid open-ended questions/assignments
-use built-in structure
-keep success-oriented

7. Encourage concrete operations.

-Correspondence Matching according to similar elements Words, pictures, numerals, quantities, etc.

-Classification/Categorization
Grouping, sorting objects, words, concepts according to similar elements

-Seriation/Ordering/Sequence
Arranging objects, numerals, quantities, concepts, etc. according to ascending or descending variables

-Reversing Demonstrate the inverse of a given concept or operation.
(subtraction, division, word opposites, contrasts, etc.)

8. Allow for visual-motor problems.

9. Emphasize the development and improvement of basic skills at all times.

10. Utilize positive reinforcement.

FELTONVILLE SCHOOL

Rising Sun and Rockland Streets
Philadelphia, Penna.

FACULTY MEETING AGENDA

November 27, 1979

Announcements — P.F.T. Representative

I Welcome to New Staff Members

- Mrs. Cassie Jackson, Classroom Aide
- Mrs. Teresa Rodriguez, E.S.O.L. Classroom Aide

II Free Books Available

III Report Card Conferences
- Dates
- Preparation

IV Volunteer Training Session

Tuesday, December 4th 9:30 - 11:30
Gymnasium
Mrs. Ruth Wakshul, Coordinator

V SPECIAL EDUCATION
"Public Law 94 - 142 at Work" - Filmstrip

Questions and Answers

Katherine C. Jackson, Principal

Developmental Characteristics of the Mentally Retarded

Degrees of Mental Retardation	Pre-School Age 0-5 Maturation and Development	School Age 6-20 Training and Education	Adult 21 and Over Social and Vocational Adequacy
Mild	Can develop social and communication skills; minimal retardation in sensorimotor areas; often not distinguished from normal until later age.	Can learn academic skills up to approximately sixth grade level by late teens. Can be guided toward social conformity. "Educable"	Can usually achieve social and vocational skills adequate to minimum self-support but may need guidance and assistance when under unusual social or economic stress.
Moderate	Can talk or learn to communicate; poor social awareness; fair motor development; profits from training in self-help; can be managed with moderate supervision.	Can profit from training in social and occupational skills; unlikely to progress beyond second grade level in academic subjects; may learn to travel alone in familiar places.	May achieve self-maintenance in unskilled or semi-skilled work under sheltered conditions; needs supervision and guidance when under mild social or economic stress.
Severe	Poor motor development; speech is minimal; generally unable to profit from training in self-help; little or no communication skills.	Can talk or learn to communicate; can be trained in elemental health habits; profits from systematic habit training.	May contribute partially to self-maintenance under complete supervision; can develop self-protection skills to a minimal useful level in controlled environment.
Profound	Gross retardation; minimal capacity for functioning in sensorimotor areas; needs nursing care.	Some motor development present; may respond to minimal or limited training in self-help.	Some motor and speech development; may achieve very limited self-care; needs nursing care.

CSET RESPONSE TO REFERRAL

(To be used for cases referred to CSET members and/or for pre-evaluation consideration)

SCHOOL	DIST.	PRINCIPAL	REFERRAL DATE	REFERRAL SOURCE
Honeytree Elementary	9	Sam Bender	10/1/78	NAME Sandy Biret POSITION Teacher

LAST NAME	FIRST NAME	INITIAL	PUPIL I.D. NUMBER	BIRTHDATE	GRADE OR CLASS
Sampler	Mark	L.	000-007-000	5/10/69	4

ADDRESS	TELEPHONE	PARENT'S NAMES
7814 N. Wechsler	Slosson 4-3112	Whitman - Joan

THIS REFERRAL HAS BEEN RECEIVED AND REVIEWED BY THE FOLLOWING CSET MEMBERS:

CSET MEMBER(S) (SIGNATURE)	POSITION	DATE
Janet Warman	Counselor	10/10/78
Marvin Woodcock	Educational Evaluator	10/10/78
Izzy Rorschach	Psychologist	10/10/78
Miriam Screening	Nurse	10/10/78

CSET CHAIRPERSON SIGNATURE	POSITION	DATE
Sam Bender	Principal	10/10/78

The following CSET recommendations are made:
(Check appropriate block(s) and describe)

☐ Referral to regular education options to include:

1.
2.
3.
4.

☒ Informal team interventions to include:

1. Counseling sessions and contacts to continue.
2. Continue one to one support as much as possible.
3. Ed. Evaluator consult with teacher on individualizing instruction.
4. Psychologist consult with counselor regarding family dynamics.

☒ Following a pre-evaluation review, the pupil is referred for formal evaluation.
Parental approval has been secured on Form T700 on 10/12/78
Date

The evaluation is to include: (List type and purpose of examinations as stated on Form T700).

1. Parent/Counselor Interview
2. Educational Evaluation
3. Health Assessment to include gross neurological screening
4. Psychological exam including measures of intellectual perceptual and emotional functioning.
5. Psychiatric exam may be necessary on the recommendation of core team evaluation.

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

January 4, 1980

TO: District Seven Principals

FROM: Howard R. Amos

SUBJECT: Staff Development Programs

Please submit a report of the Staff Development Programs that have been scheduled in your school to develop Sensitivity and Awareness re Special Education classes, listing the following:

1. Completed programs, indicating the dates they were held, the names of the leaders, and the topics of each.

Date	Topic	Leader
9/4/79	.Special Education Update and Program Overview '79-80	Katherine C. Jackson Principal
10/23/79	.Survey and Questions Regarding Special Education	Katherine C. Jackson
11/20/79	.Provisions of P.L. 94-142	Eileen Silver, Teacher, L.D.
12/18/79	.How P.L. 94-142 Works for Children	Katherine C. Jackson

2. Future programs, indicating the dates they are to be held, the names of the leaders, and the topics of each.

1/20/80	.Mainstreaming	Katherine C. Jackson
2/5/80	.Developing Positive Relationships	K. C. Jackson, Affective Education Personnel
2/12/80	.Understanding and Appreciating Efforts of the Handicapped	K. C. Jackson A. Zafraw, Counselor E. Silver, Teacher, L.D.
2/19/80*	.Understanding and Appreciating Efforts of the Handicapped	K. C. Jackson Mr. Ed Coyle, Special Education Division

* to be confirmed

Please have your completed report in the District Office no later than January 8, 1980.

School FELTONVILLE Principal _____

POSSIBLE ACCOMMODATIVE STRATEGIES

Key - T: Strategies consistent with Teacher implementation
C: Strategies consistent with Counselor implementation
P: Strategies consistent with Parent implementation
A: Strategies consistent with Administrative implementation

IN RESPONSE TO LEARNING DIFFICULTIES:

T,A	Individual learning centers with individualized multilevel materials.
T	As students vary greatly in their academic skills, it is helpful to decide curriculum and adjustments individually. Many children can handle the work assignments of the regular group; very often, gaps in educational background appear and interfere with performance.
T	Identify preferred learning modality and pair with appropriate instructional activities.
T,P	Encourage individual expression through speaking and writing activities.
T,C,?	Encourage the development of an atmosphere that encourages questions.
T	Accept the often poor handwriting or printing of students; they may possess serious visual-motor problems that are beyond their control.
T	Be sure student understands the need and purpose of the assignment in as concrete terms as possible. Give assignments in clear, concise manner. Adjust the assignment given to the child according to what he is able to do successfully.
T	Provide opportunity for small-group work where the child can be an active participant.
T	Reduce stimuli that are potentially distracting; avoid seating where glare is a problem; avoid seating near an open door or window; make sure desk and chair fit the student.
T	Be sure instructional materials are age appropriate; certain students will benefit from high interest-low ability reading materials.
T,A	Utilize learning centers, individualized packets.
T,P	Encourage the student to tape-record lectures and test reviews for home study.
T	Wherever possible, carefully sequence instructional activities to insure a "NO FAIL" situation.
T	Encourage opportunities for children to participate in class discussions.
T,P	Provide opportunities for manipulative activities, puzzles, dioramas, mobiles, projects.

IN RESPONSE TO LEARNING DIFFICULTIES (Cont'd)

DATE

T	Utilize peer tutoring.
T	Give assignments that are success oriented, and commensurate with the child's ability.
T	Consider the format and organization of any duplicated material or instructional material given the student. It is important to reduce a complex format. Many of these students may require several sheets of paper to do what normal students do on one sheet of paper, especially if the child has a serious visual perception problem.
T	Utilize a multi-sensory approach to learning. Visual-kinestetic experiences can supplement routine auditory-based experiences.
T,A	Utilize the services of an educational consultant, if available, who can make suggestions about curriculum materials and activities.
T,C,A	Interview the child and his parents in order to determine particular interests, activities or hobbies that can be tied in to learning activities.
T,P	Make certain that the student's attention is in focus prior to verbal instruction.
T,C,P	Consider the use of a "contract" approach: the child and the adult plan together what specific assignments, expectations, objectives, etc. are to be fulfilled. Appropriate rewards for completion could be determined during such planning.
T	Develop programs which relate academic material to practical, daily uses.

IN RESPONSE TO ADJUSTMENT DIFFICULTIES:

T,A	Provide alternative and time-out area and activities. On some occasions students just cannot work, think, or otherwise conform to the group activity. Provide opportunities for subject-related activities which are less anxiety-producing, but keep the child on task.
T,P	Utilize individual management programs such as contingency contracting, behavior modification.
T	Arrange preferential seating in a structured manner: Easy access to the teacher, but not obvious; away from other students who provoke or taunt, but near a student who is helpful.
T	Have well established and clearly understood classroom rules.
T,P	Be flexible and permit "escape valves" for student in crisis situations.
T,C,P	Actively promote the child's development of a positive self-concept.
T,C,P	Serve as appropriate role model for behaviors you want encouraged.

IN RESPONSE TO ADJUSTMENT DIFFICULTIES (Cont'd)

T,C,P	Provide immediate positive reinforcement to appropriate behavior. Some children need immediate gratification when they perform well.
T,C,P	Observe the child's behavior in an attempt to determine what that behavior is saying or presenting. Is the child striving for attention, approval, affection, recognition, etc.?
T,C,P,A	Allow for activities that provide the child with opportunities to dissipate built-up tension of energy.
T,C,P	Assess and attempt to modify those situations that lead the child to feel unnecessary frustration.
T,C,P	Negative behaviors are frequently reinforced by the attention they receive. Try to ignore such behaviors wherever possible.
T,C,P	Praise the student's attempts to modify his own behavior. Offer reinforcement and support for any minor changes in the approved direction.
T,P,A	Attempt to establish only those rules which can be consistently enforced.
T,C,P,A	The adult might examine his/her own feelings and attitudes toward the child.
T	Provide student with various jobs and responsibilities in the room and around the building.
T,C,P	Allow the student as much time as possible to express himself verbally. Encourage the verbalization of feelings.
T,C,A,P	Assist the family in finding social groups and activities in the community that may serve to increase the student's sense of self-worth and pride.
T,C,P	Indicate to the parents that the child has specific strengths and weaknesses. Help the parents to understand how these can be utilized or avoided in learning and growth.
T,C,P	Individual parent conferences should be held routinely.
C	Consider group counseling activities.
T,P	Children with a low frustration tolerance may need time to adjust to a new activity.

DRAFT

DATE _____

FELTONVILLE SCHOOL

FACULTY MEETING AGENDA

February 12, 1980

Announcements — P.F.T. Representative

Professional

Family Interrelations - Helping Children with Emotional Problems

Mr. Arthur Sendrow
Children and Family Unit
Catchment Area 60
Community Mental Health

Katherine C. Jackson
Principal

APPENDIX 2

PARENT WORKSHOP PROGRAM AND RELATED MATERIALS

PARENT WORKSHOP SESSIONS

Content or Objective	Targeted Personnel Group	Leadership	Number of Meetings	Amount of Time
. Overview of Priorities and Objectives	Parents of Handicapped	Principal Home and School President	1	2 hrs.
. I.E.P. Concerns	Parents of Handicapped	Principal Parent Leader School/Community Coordinator	1	1 hr.
. Books for the Handicapped Children	Parents of Handicapped Children Parent Volunteers	Principal Parent Leader School/Community Coordinator	4	8 hrs.
. Orientation of Volunteers	Parents Other Community Persons Classroom Aides	Principal Coordinator of Volunteer Services School/Community Coordinator	5	8 hrs.
. New Services for Handicapped Children	Parents Classroom Aides Volunteers			
. Helping Children at Home	Parents	Principal Mathematics Resource Teacher Reading Teacher	3	6 hrs.

For Your Information... from

PUBLIC LAW 94-142

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

NLRC The National Learning Resource Center of Pennsylvania

NOVEMBER 29, 1975 . . . a new federal bill is signed into law. It is called the Education For All Handicapped Children Act, the latest in a series of amendments to the Elementary and Secondary Education Act of 1965. It is a law that promises an exciting new day for the eight million handicapped youngsters in this country and for educators concerned with their instruction. But with such promise comes new challenge, new responsibility – for teachers, for psychologists, for special education administrators and supervisors, as well as for the parents of the handicapped.

If you are involved in special education, you will be affected by Public Law (P.L.) 94-142. Here are some things you should know about it.

QUESTION: WHAT IS THE PURPOSE OF THE ACT?

ANSWER: The act is designed to:

- guarantee all handicapped youngsters a free, public education, geared to their own special needs,
- protect the educational rights of these children and their parents or guardians,
- help local education agencies, such as school districts, to provide such an education, and
- provide continuous checks to ensure that programs for handicapped children are effective in helping them realize their potential.

QUESTION: WHY IS THIS LAW NEEDED?

ANSWER: Studies show that more than half the handicapped children in this country are not receiving an education appropriate for their special needs. Others struggle in regular classrooms because their handicapping problems have not been detected. In addition, one million are excluded entirely from the public school system.

QUESTION: WHAT ARE THE MAJOR REQUIREMENTS OF THE ACT?

ANSWER: State agencies as well as local school districts must:

- guarantee each handicapped child a public education designed just for him, at no cost to his parents or guardians,
- assure that all handicapped children who may require special education are located, identified, and evaluated so they may be taught according to their needs,
- guarantee a specialized education program, in writing, for each and every handicapped child, designed specifically for that child, and developed jointly with the parent or guardian, and, if possible, with the handicapped child himself,
- guarantee parents who are not satisfied with their child's education the right to an impartial hearing to resolve any questions concerning the child's program,
- make certain that testing and evaluation materials are selected and used so they are fair to all children, regardless of race or culture. If English is not the language used at home, the child has the right to be tested in the language he knows best,
- assure that handicapped children are educated in as normal a setting as possible. This means they should be placed with non-handicapped children whenever feasible, and moved to special classes only if the nature or severity of their handicap requires this attention,
- develop a training program for special education personnel, as well as for regular classroom teachers who will have handicapped learners in their class.

QUESTION: WHAT MUST THE EDUCATIONAL PROGRAM STATEMENT INCLUDE?

ANSWER: The statement must specify instructional goals, and must indicate what special education and related services the child will receive. The plan, which is to be reviewed at least once a year for possible revision, should list:

- the child's present educational levels,
- annual goals set for him, as well as short-term instructional objectives,
- specific educational services to be provided,

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

WANTED! SCHOOL VOLUNTEERS

Learn how to help - Reading Aides are needed!
Come to the

Workshop at the

Wright School

28th and Dauphin Sts.

October 18, 1977

9:00 - 11:45 am.

Everyone is Welcome!

All Kindergarten Parents

Important Meeting!

Nov. 1, Tues., 9:30 to 12:00

(While the children are visiting the Zoo)

We wish to spend the morning together to help answer your questions: (4 experts)

1. What special services does the school offer?

2. How can I help my child in the home with alphabet, letter sounds, reading, colors, and writing?

3. What can I do or use at home to help my child in math?

4. What can I do to develop in my child a positive attitude toward school and schoolwork? Are there ways to increase his knowledge?

You are your childs best teacher! We want you to feel comfortable working with him. It does make a difference.

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

Announcing—

ORIENTATION and WORKSHOP

For: School Volunteers
(Parents, Grandparents, Community Persons, etc.)

Where: L.P. Hill School
32nd and Ridge Ave.

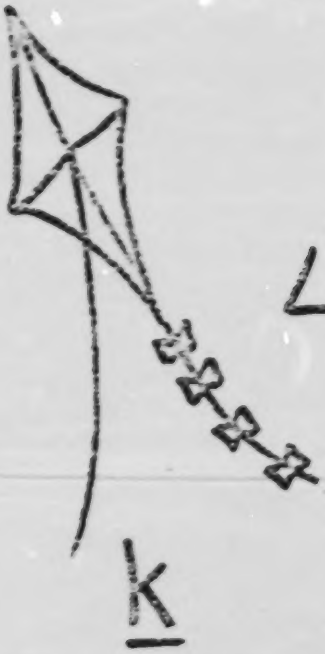
When: Tuesday, November 22, 1977
9:15 - 11:45 am.

Why: Learn How to Help—
at home - at school

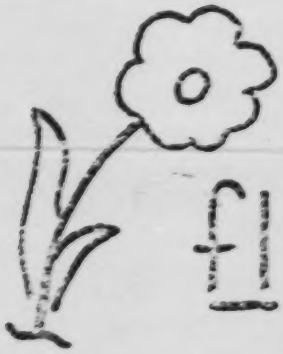
YOU are WELCOME

Activities for LEARNING SOUNDS and LETTERS

b



k



fl

WRITTEN BY

DORIS B. WILSON
DIRECTOR

KATHERINE C. JACKSON
TRAINING SPECIALIST

SCHOOL VOLUNTEER PROGRAM

SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

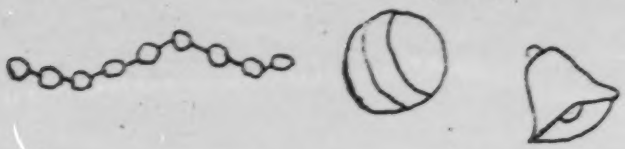
ACTIVITIES

FOR

LEARNING SOUNDS AND LETTERS

THE ACTIVITIES SUGGESTED HEREIN ARE USEFUL FOR HELPING CHILDREN LEARN THE LETTERS OF THE ALPHABET AND THE SOUNDS WHICH THE LETTERS REPRESENT. THE GAMES PROVIDE PRACTICE IN USING SOUNDS WHICH WILL STRENGTHEN THE READERS' ABILITY TO WORK OUT NEW WORDS INDEPENDENTLY. LEARNING IS ACCOMPLISHED IN AN INFORMAL AND ENJOYABLE SITUATION.

KATHERINE C. JACKSON



LEARN A SOUND GAME BOX

(A shoe box or other similar type box may be used for this activity.)

Make a collection of objects which contain the same sound

at the beginning or

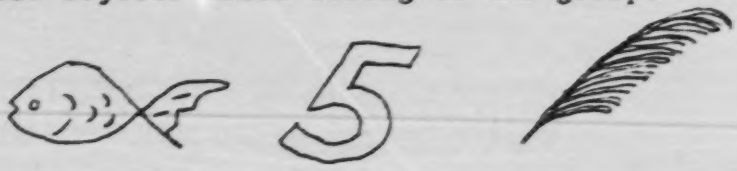
at the end

Say the name of each object as child listens.

Have child repeat the name of each object after you.

Ask child to listen to the sound and where it is heard in the word.

Mix in objects which do not belong. Have child select those objects which belong to the group.



USING PICTURES

Collect pictures beginning or ending with the sound to be learned.

Show pictures to child, naming each one. Have the child:

listen to the sound.

watch your lips to get help in making the sound.

repeat the word after you, listening for the sound.

Ask child to name pictures which you show. Put in some which <u>do not</u> begin or end with the sound being taught.

Have child select the ones which <u>belong together</u>.

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

Announcing —

ORIENTATION and WORKSHOP

For: Parents, Grandparents, Community Persons, etc. —

Where: Lehigh School
32nd - Lehigh Ave.

When: Wednesday, December 14, 1977
9:30 - 11:45 am

Why: Learn How to Help —
at home - at school

YOU are **WELCOME**

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Principals of all Elementary Schools	FILE NO. 354
	DATE 1/4/78
FROM — NAME AND OFFICE: Jeannette W. Brewer, Superintendent, Dist. 4	NUMBER'S TELEPHONE
SUBJECT: Parent-Partnership Workshops	

The January Parent-Partnership Workshops will be held in two locations as follows:

- Wednesday, January 11 - Heston School -
  9:00 A.M. to 12 Noon
- Thursday, January 12 - Lehigh School
  9:00 A.M. to 12 Noon

This is a special workshop for parents of pre-school and primary grade children. The workshop will be led by a team from Early Childhood.

Please send flyers immediately to parents alerting them of this opportunity for their participation in the Human Growth and Development Conference.

Schools who have School-Community Coordinators should enlist their aid in notifying parents and enlisting their participation.

c

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
[redacted]
[redacted]
[redacted]

AN ANNOUNCEMENT TO PARENTS OF CHILDREN
IN SPECIAL EDUCATION PROGRAMS

February 27, 1978

As part of the Parent Partnership Program, the Division of Special Education has planned a very special Workshop for parents of children who receive Special Education services. The theme for this Workshop is "Parents Are Teachers, Too."

Each Special Education program will present a program representative of their service area. In addition, the Special Education teachers of the Resource Room Program are preparing to demonstrate various learning activities which parents can use at home.

All of the activities will be on display in a Convention-like setting. Parents of all Special Education students are encouraged to attend. In addition, all staff who are able to attend are invited to participate in what promises to be an exciting, positive day of parent-teacher interaction.

I want to take this opportunity to personally invite you to attend the Special Education Parent Partnership Workshop on Thursday, April 13, and to solicit your support for this activity. The Workshop will be held in the Center Building of Civic Center, 34th & Civic Center Boulevard, from 9:00 a.m. to 2:00 p.m.

Sincerely,

Michael P. Marcase
Superintendent

MPM:cb
Enc.

TO ALL PARENTS

CIRCLE YOUR CALENDAR

MARCH		
27	School Board Meeting - 7:00 P.M.	
	Return Home and School Council Ballots	
30	Dist. #4 Desegregation Resource Team Mtg.	1:30 P.M.
30-31	Community Involvement in the Desegregation Process Conference Airport Sheraton, Fee $12.00	9 AM-3 PM
APRIL		
6	Home and School Council Conference - Civic Center	9 AM-3 PM
10	School Board Meeting	1 PM
11	Town Meeting Gompers School	7 PM
13	Special Education Parents Workshop Civic Center	9 AM-2 PM

Katherine C. Jackson
Principal

Gloria Turner
School/Community
Coordinator

CIVIC CENTER
34th and Civic Center Boulevard
Philadelphia, Pennsylvania

Thursday, April 13, 1978

9:00 AM to 2:00 PM

Find out...

1. What Special Education is all about
2. Ways to help your child at home
3. How parents and teachers can work together

See....

1. Special Education parents and teachers engaged in learning activities.
2. Innovative commercial and teacher-made materials.
3. A film related to your specific needs.

Participate in....

1. Actual learning experiences
2. Discussion of parental concerns with special education experts
3. Making materials for home use

For information call 299-7969

****Special meeting of Hill School Parents of the Handicapped, Tuesday, April 4, 1978, 10:00 a.m. to 12 Noon, Room 104.

Katherine C. Jackson
Principal

Elenor King, President
Special Education Parents

Gloria Turner
School Community Coordinator

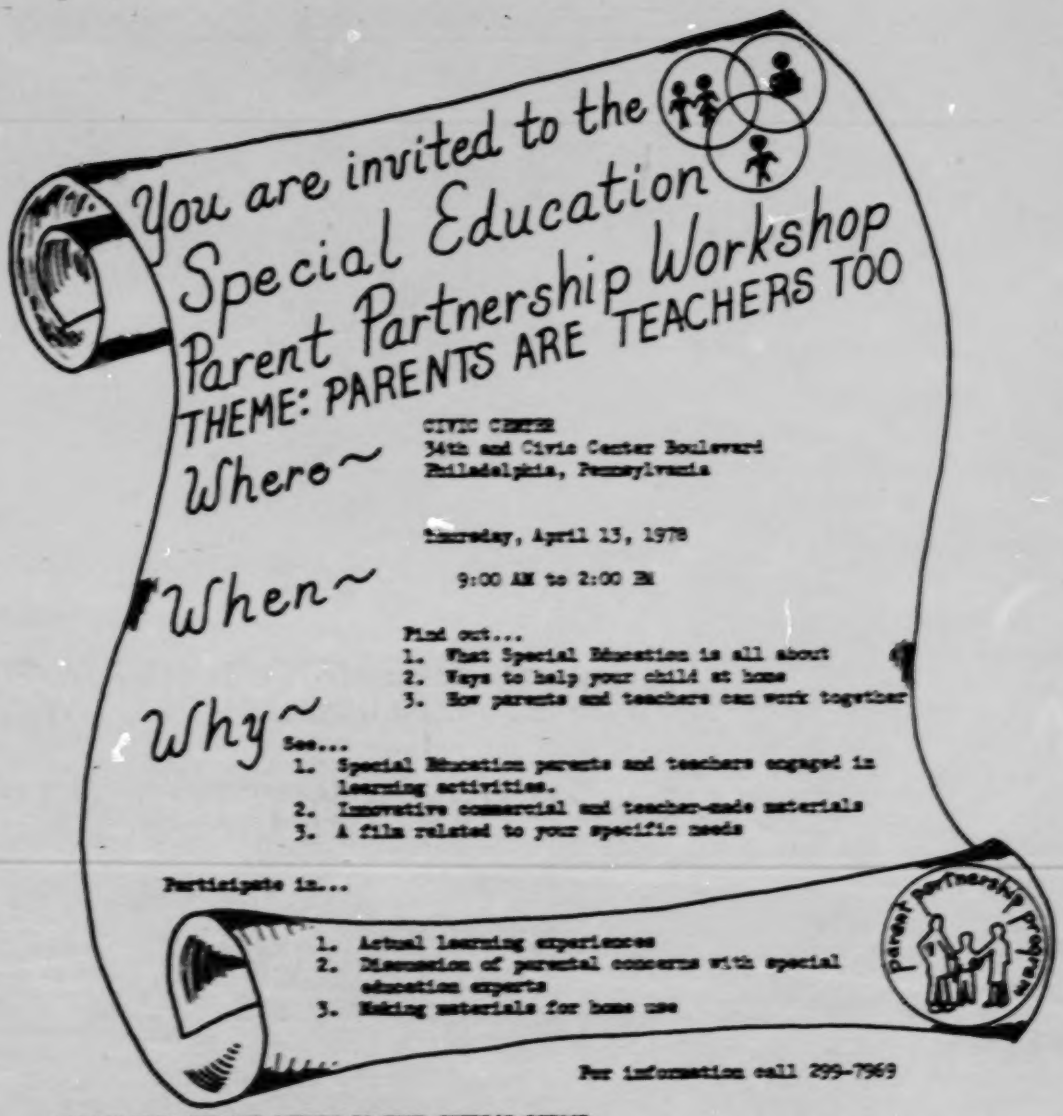
PLEASE FILL OUT AND RETURN TO YOUR CHILD'S SCHOOL

NAME OF PARENTS_____

NAME OF YOUR CHILD_____ROOM_____

I SHALL ATTEND THE WORKSHOP_____I AM UNABLE TO ATTEND_____

AS A PARENT, I AM INTERESTED IN LEARNING MORE ABOUT_____


You are invited to the
Special Education
Parent Partnership Workshop
THEME: PARENTS ARE TEACHERS TOO
Where~
CIVIC CENTER
34th and Civic Center Boulevard
Philadelphia, Pennsylvania
When~
Thursday, April 13, 1978
9:00 AM to 2:00 PM
Why~
Find out...
1. What Special Education is all about
2. Ways to help your child at home
3. How parents and teachers can work together
See...
1. Special Education parents and teachers engaged in learning activities.
2. Innovative commercial and teacher-made materials
3. A film related to your specific needs
Participate in...
1. Actual learning experiences
2. Discussion of parental concerns with special education experts
3. Making materials for home use
Parent Partnership Program
For information call 299-7969

PLEASE FILL OUT AND RETURN TO YOUR CHILD'S SCHOOL

NAME OF PARENTS _____

NAME OF YOUR CHILD _____ ROOM _____

I SHALL ATTEND THE WORKSHOP _____ I AM UNABLE TO ATTEND THE WORKSHOP _____

AS A PARENT, I AM INTERESTED IN LEARNING MORE ABOUT _____

CREATIVE RESOURCE ROOM WORKSHOP
PARENT PARTNERSHIP PROGRAM
THEME: "PARENTS ARE TEACHERS TOO"

Thursday, April 21, 1977

AGENDA

10:00 a.m. Registration

10:30 a.m. General Session #1
Opening . . . . . .Naomi H. Boyer
Instructional Advisor
Resource Room Program

Welcome (English) . . . .Rhoads School Resource
Room Students
Beulah Polk, Instructor

Welcome (Spanish) . . . .Ferguson School Resource
Room Students
Dorothy Brangman, Instructor

Introduction of Guests. . . . . .Stanford Frand, Coordinator
Resource Room Program

Mr. Arthur W. Thomas, President, Board of Education
Dr. Michael Marcase, Superintendent of Schools
Dr. Bernard Rafferty, Associate Superintendent, External Operations
Dr. Winifred Tillery, Acting Executive Director
Division of Special Education

11:00 a.m. INDIVIDUAL RESOURCE CENTERS IN ACTION--PHASE I

Please pick 4 Resource Centers to visit during this time. See the next page for descriptions of each Center's presentation. (Get your workshop card stamped at each center you visit.)

12:00 p.m. GENERAL SESSION #2 *(Rhoads School Presentation)

12:30 p.m. Film . . .

Orientation To Afternoon Activities For New Comers

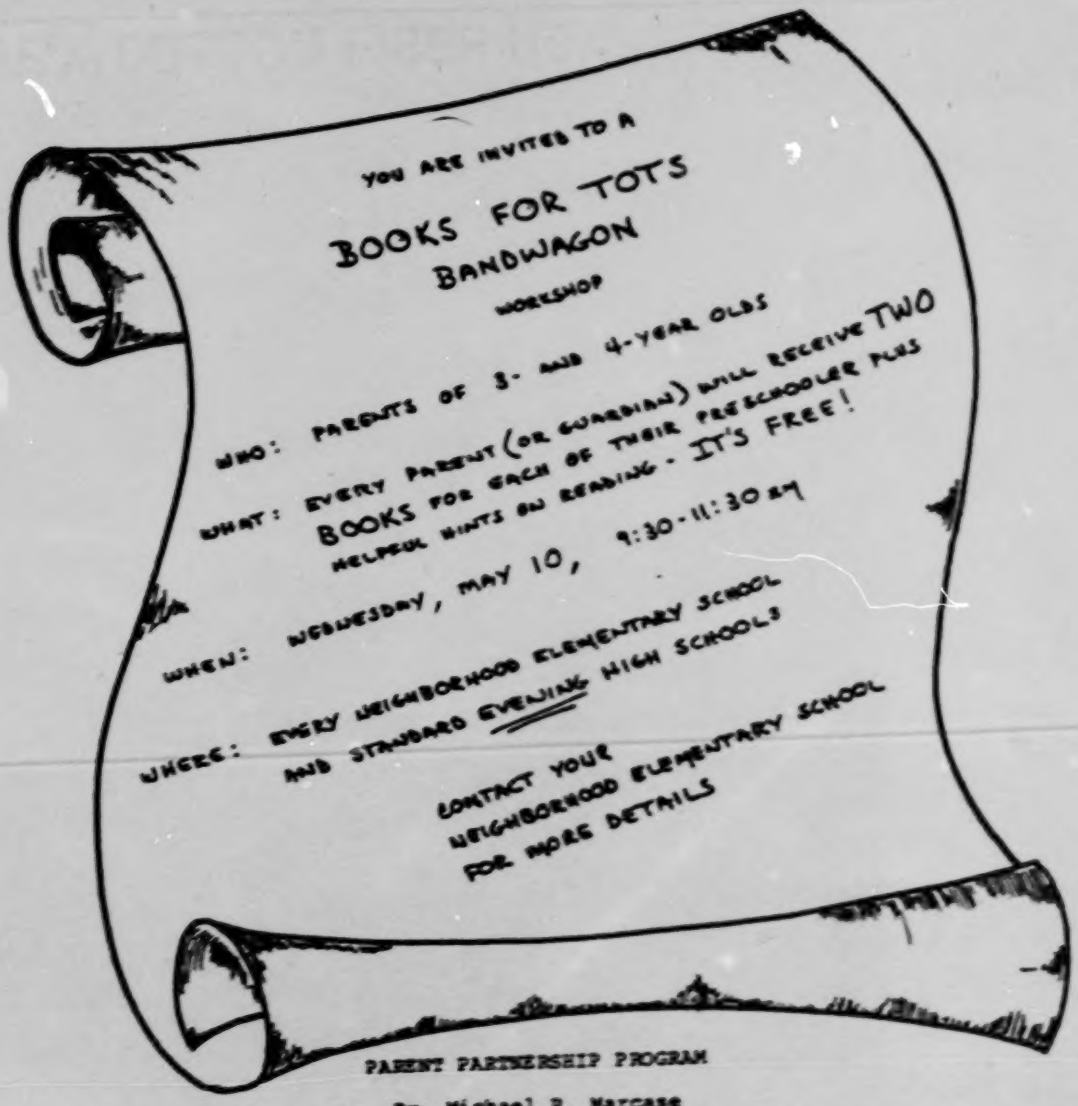
Musical Presentations - A.B. Day School Resource Room Students - Gwen Lewis, Carol Patton, Instructors

All Resource Room Centers can be visited during this period. Please try to visit at least two centers during this time.

1:00 p.m. INDIVIDUAL RESOURCE CENTERS IN ACTION--PHASE II

Please pick at least 4 Resource Centers to visit during this period. See the next page for descriptions of each Resource Center's presentation. (Get your workshop card stamped at each center you visit.)

3:30 p.m. DISMISSAL


YOU ARE INVITED TO A
BOOKS FOR TOTS
BANDWAGON
WORKSHOP
WHO: PARENTS OF 3- AND 4-YEAR OLDS
WHAT: EVERY PARENT (OR GUARDIAN) WILL RECEIVE TWO BOOKS FOR EACH OF THEIR PRESCHOOLER PLUS HELPFUL HINTS ON READING - IT'S FREE!
WHEN: WEDNESDAY, MAY 10, 9:30-11:30 AM
WHERE: EVERY NEIGHBORHOOD ELEMENTARY SCHOOL AND STANBARD EVENING HIGH SCHOOLS
CONTACT YOUR NEIGHBORHOOD ELEMENTARY SCHOOL FOR MORE DETAILS

PARENT PARTNERSHIP PROGRAM

Dr. Michael P. Marcase
Superintendent of Schools

THE SCHOOL DISTRICT OF PHILADELPHIA

LESLIE P. HILL PUBLIC SCHOOL

Thirty-Second Street and Ridge Avenue

Philadelphia, Pa. 19132

A T T E N T I O N

SPECIAL EDUCATION WORKSHOP

We have events and books to talk about!

- Phila. Chapter Phi Beta Sigma Fraternity
  Special Education Day Luncheon
- I.E.P. Booklets Based on Sect. 94-142 - PICK UP ONE!!!
- Carousel House Summer Camp for Special Education Students:
  (Sign Up for your child's application, NOW)
- Our Children's Education and Strike (We need block homes
  for teaching sites)
- Our RIF Proposal for Book Funding (For our Special Education
  Parents Library)

We'll be looking forward to seeing all of you!

ON: May 12, 1978

TIME: 9:30 - 11:30 a.m.

ROOM: 204

Refreshments Served

Katherine C. Jackson
Principal

E. King, President of Special
Education, L. P. Hill School

FELTONVILLE SCHOOL

FEBRUARY 1980

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4 Special Education Workshop Feltonville School 9:00 A.M. Pretzel Sale	5 EARLY DISMISSAL 2:25 P.M.	6 Board Meeting 9:00 A.M. Pretzel Sale	7	8
11 Special Education Workshop Feltonville School 9:00 A.M. Pretzel Sale	12 EARLY DISMISSAL 2:25 P.M.	13 Special Education Workshop Feltonville School 9:00 A.M. Pretzel Sale	14 VALENTINE'S DAY	15
18 No School G. Washington's Birthday	19 EARLY DISMISSAL 2:25 P.M.	20 Special Education Workshop Feltonville School 9:00 A.M. Pretzel Sale	21	22
25 Special Education Workshop Feltonville School 9:00 A.M. Pretzel Sale	26 EARLY DISMISSAL 2:25 P.M.	27 Pretzel Sale	28	29

APPENDIX 3

SCHOOL DESCRIPTION

BACKGROUND INFORMATION

FELTONVILLE SCHOOL

Feltonville Elementary School is a small, urban school located in the northeastern section of Philadelphia, Pennsylvania. Its student population of approximately 316 pupils is organized into classes from kindergarten through grade six and two special education classes (primary and intermediate grade) for the Learning Disabled (L.D.). The student population of approximately 316 pupils is organized into classes from kindergarten through grade six and two special education classes (primary and intermediate grade) for the Learning Disabled (L.D.).

These latter two classes had been added to the school during the last three months of the prior school year.

The student population derives primarily from low income blue collar, white families and comprises 76 percent of the student body. The other 24 percent of the students are members of various minority groups (Asian, Black and Spanish-speaking) most of whom are transported to school by bus as are most of the special education pupils.

Pupil achievement scores on standardized tests of basic skills clustered between the 16th and 85th percentiles with less than 8 percent below the 16th percentile

and above the 85th percentiles respectively.

Staff development and parent workshops on special education were initiated and implemented in the Feltonville School because of the (1) negative attitude exhibited toward children in the Learning Disabilities classes, and (2) the lack of information among school personnel and parents regarding the special education program

Table 8 shows the school personnel involved in the aspects of the practicum which were implemented at Feltonville School.

Table 8

SCHOOL STAFF--FELTONVILLE SCHOOL

Position	Number
Regular Grade Teachers	8
Special Education Teachers	2
Specialist Teachers	2
Other Professional Staff	2
Paraprofessionals	10
Volunteers (Instructional)	10

APPENDIX 4

SLIDE PRESENTATION SCRIPT

PUBLIC LAW 94-142

WORKS FOR

THE HANDICAPPED

Slide Presentation Script

by

Katherine C. Jackson

DESCRIPTION

The purpose of this slide presentation is to orient an audience to the basic provisions of Public Law 94-142 and to briefly describe and illustrate how the law is implemented in the Philadelphia Public Schools.

It may be used for:

1. parent and community groups
2. prospective and new teachers of regular and special education classes in the Philadelphia Public Schools, and
3. as a communication model for principals and special education personnel.

VISUAL	AUDITORY
(1) Title: Public Law 94-142 Works for the Handicapped	(1)
(2) Produced by Katherinc C. Jackson	(2)
(3) Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders Nova University	(3)
(4) Handicapped children	(4) The concerns and efforts of parents and communities on behalf of their children has changed the lives of many (5) handicapped persons.
(5) Handicapped person(s)	
(6) Handicapped person(s)	The past approach to education for the handicapped (6) was that of separation from the general school
(7) School	population in (7) a special school

VISUAL	AUDITORY
(8) School	or (8) an institution.
(9) School	(9) Education for a <u>few</u> handicapped children, in very limited areas of the curriculum, was offered in regular (10) schools, but in <u>special classes, separate</u> from other children.
(10) School	
(11) Row home	(11) Some children had to be kept at home without benefit of schooling (12) because they were totally excluded from education in public schools.
(12) Home with porch	
(13) Private school	(13) Others were sent to private schools at great expense to parents.
(14) Capitol Building, Washington, D. C.	In an effort to make up for past neglect, (14) the federal government has made education for the handicapped a priority by enacting Public Law 94-142. (15) Basically, the Education for All Handicapped Children Act, establishes the right of handicapped children to a free, public education.
(15) P. L. 94-142 Education for All Handicapped Children Act.	

VISUAL	AUDITORY
(16) School	(16) Local school districts are responsible for the location and identification of (17) handicapped students who may already be in regular classes or (18) in the school community population at large.
(17) Regular class	
(18) Children in schoolyard	
(19) Father and child	(19) School admission is available from pre-school age to (20) twenty-one years.
(20) Older child	
(21) Counselor and educational evaluator with parents	(21) A key provision is the school district's responsibility of informing parents of their right to be involved in decision-making regarding the education of their children.
(22) Psychologist and child	(22) Psychological testing and diagnostic evaluation of varied types help to (23) determine an appropriate placement in the least restrictive environment--the setting in which the person can perform to the best of his or her ability.
(23) Teacher and child	

VISUAL	AUDITORY
(24) Child Study Evaluation Team (Title)	(24) To meet the needs of each child, an individualized education program must be developed and reviewed annually by a Child Study Evaluation Team (25) with parent participation, if possible. Related services deemed necessary to the child's educational development such as:
(25) C.S.E.T. (personnel)	
(26) Bus	(26) transportation
(27) Gym teacher	(27) adaptive gym
(28) Vision therapist and child	(28) vision therapy
(29) Speech therapist and child	(29) speech therapy
(30) Physical therapist and child	(30) physical therapy or others must be noted in the program. In addition, those who are handicapped (31) must be offered the same opportunities (32) as the non-handicapped in the same environment, to the degree possible, such as:
(31) Gym	
(32) Assembly	
(33) Chorus	(33) music and art

VISUAL	AUDITORY
(34) Home economics	(34) vocational education and
(35) Student with shop teacher	others. (35)
(36) Handicapped children	(36) How does the law work to help handicapped children?
(37) Regular class	When a child shows signs of having difficulty (37) with school work, efforts are made to give extra help in the areas of need.
	The help may take several forms:
(38) Regular class	(38) Extra practice work may be
(39) Parent helping child	given in class or (39) may be sent home with a request of the parent to give assistance and support.
(40) Teacher and child	(40) Individual help is usually given by the classroom teacher.
(41) Aide works with child	(41) A classroom aide may work with a child in a small group setting.
	Referral may be made to a spe-
(42) Small group with mathematics specialist	cialist (42) such as a mathematics resource teacher or reading teacher for special attention
(43) Small group	(43) in a smaller group or in a
(44) Teacher and child	one-to-one setting. (44)

VISUAL	AUDITORY
	A child may be assigned to receive help from a volunteer (45) who gives individual time and attention as needed.
(45) Volunteer and child	
(46) Teacher and parent	(46) The child's work is checked over a period of time and progress discussed with the parent. When little or no progress is made, (48) the teacher refers the case to the counselor and principal for discussion and help.
(47) Teacher and counselor	
(48) Principal and parent	(48) The need for trying to find the cause of the problem is discussed with the parent who must give written permission for evaluation.
(49) Psychologist	(49) The psychologist,
(50) Educational evaluator	(50) educational evaluator,
(51) Nurse	(51) nurse, and
(52) Therapist	(52) therapists as needed conduct tests to learn more about the child.

VISUAL	AUDITORY
	These persons, in addition to the
(53) Counselor	(53) counselor and the
(54) Principal	(54) principal, comprise a Child
(55) C.S.E.T. (title)	Study Evaluation Team (55) which meets with the parents, if possible.
(56) C.S.E.T. (picture)	The provisions of the law (56) and the rights of parent and child are explained. The child's special needs as indicated by the results of tests are also discussed.
(57) Parent and young child	(57) Parents' involvement is important since they can contribute a great deal of information which may not be known to the school.
(58) Parent and counselor	(58) This information is often shared in a preconference interview with the counselor.
(59) Handicapped child	(59) On the basis of the information shared, placement in an appropriate setting is determined by a district Child Study Evaluation Team.

VISUAL	AUDITORY
(60) Psychologist and parent	(60) Extra time is often given to parents for clarification and the answering of questions for better understanding.
(61) C.S.E.T. (picture)	(61) After written parent approval of placement, the team develops (62) an Individualized Education Program or I.E.P. to meet the child's needs. Areas of instruction are noted with both short term and long range goals indicated.
(62) Individualized Educational Program (title)	
(63) Counselor and child	(63) Listed, also, are any related services which may be needed such as counseling.
(64) Handicapped child	(64) Appropriate educational settings vary according to the needs of the individual child. A small percentage of children require education in a school
(65) Elwyn Institute	(65) completely separate from those in the "normal" group. An example is the (66) Elwyn Institute in Delaware County, Pennsyl-
(66) Elwyn Institute	

VISUAL	AUDITORY
	vania, with residential and educational facilities for the handicapped.
(67) Special education class	(67) Some children's needs, however, can best be met in separate
(68) School	(68) special education classes in regular schools.
	To ensure as much individual attention
(69) Special class	(69) as possible, classes for the handicapped are usually smaller in size than regular classes, ranging
(70) Special class	(70) from eight to sixteen or eighteen students per class, depending on the type of class.
(71) Teacher and small group	(71) Within each class, children may receive instruction in small
(72) Teacher and one child at desk	groups or (72) in a one-to-one situation.
(73) Classroom Aide	(73) To further assist in making attention to children as individual as possible, (74) para-professional aides are assigned to some types of special education classes.
(74) Classroom Aide	

VISUAL	AUDITORY
(75) Classroom aide	(75) Aides assist not only with the instructional program, but are extremely helpful at times
(76) School aide and child	when children are under stress and tension, or have an adjustment problem.
(77) Aide in yard	(77) The help of aides is also extremely valuable when handicapped children with various problems are
(78) Aide in yard	(78) mainstreamed socially with other children in the school at recess or during the lunchtime recreation period.
(79) Regular class	(79) Evidence indicates that special classes alone, however, may not be best for meeting the needs
(80) Regular class	of (80) mildly handicapped children who can benefit from interaction with their peers.
(81) Specialized help	(81) After specialized help for a period of time, whenever a student shows the ability to work at the same levels as non-handicapped students, the opportunity is provided.

VISUAL	AUDITORY
(82) Listening center	(82) Assignment to a resource room may be provided for periods of one to several hours per day,
(83) Regular class	(83) with the remainder of the day spent with nonhandicapped students in regular class.
(84) Teacher gives individual help	(84) Regular class teachers and the counselor give extra help and emotional support to these
(85) Teacher gives individual help	(85) students to help them make the transition to regular class.
(86) Regular class (small group)	This is known as (86) "mainstreaming" or "normalization" which provides the opportunity for children to develop to their maximum potential.
(87) Recess	(87) Because standards and expectations of the handicapped
(88) Hallowe'en Parade	(88) are matched or the same as for all others, the opportunity for
(89) Safety patrol	(89) "measuring up" to others is available.
(90) Music	(90) The handicapped are given the opportunity to perform, or, if

VISUAL	AUDITORY
(91) Gym	necessary, to (91) learn, gradually, "how to" perform.
(92) Shop class	It is this opportunity (92) which will help them take their place
(93) Home economics class	with (93) others as capable, useful human beings in their own community.
(94) Children in yard	(94) This is the ultimate goal of the school district and of our school.
(95) Thanks	(95)
(96) Courtesy of . . .	(96)
(97) Credit	(97)

CREDITS

School Participation

a. Feltonville

b. Leidy

c. Morrison

Elementary schools

Philadelphia Public Schools

Technical Assistance and Photography for Title Slides

Arthur C. Smith, Director

Instructional Media

Cheyney State College

Photography and Graphics for School Slides

Katherine C. Jackson

Production and Script

Katherine C. Jackson

Donation of Elwyn Institute Slides

Howard Landow, Vice President

Elwyn Institute

APPENDIX 5

SURVEY DATA SUMMARY

SUMMARY STAFF SURVEY DATA

Number of Questions	School A Correct Responses Pre	School A Correct Responses Post	School B Correct Responses Pre	School B Correct Responses Post
18		1		
17		2		1
16		1		2
15		3		1
14		4		2
13		3		3
12		7		1
11		5	4	3
10		9	2	1
9		3	4	1
8			2	2
7	3	1	2	
6	28	1	1	1
5	13			
4	5			
3	2			
2	3			
1				
Number of Respondents	54	40	15	18
Median	4	12	9	12.5

SUMMARY PARENT SURVEY DATA

Number of Questions	School A* Correct Responses Pre	School A* Correct Responses Post	School B Correct Responses Pre	School B Correct Responses Post
18				
17				
16				
15				
14				
13				3
12				
11				3
10				
9				2
8			3	3
7			3	2
6			2	4
5			6	2
4			3	
3				
2				
1				
Number of Respondents			17	19
Median			5	8

*Data not available

SURVEY ON SPECIAL EDUCATION

1. Public Law 94-142 is a (state, federal) law which deals with (circle one)

_____

2. What is the meaning of the following?

E.M.R. _____

E.D. _____

S.P.I. _____

L.D. _____

T.M.R. _____

I.E.P. _____

3. An I.E.P. is developed: (Check applicable answers)

_____ at start of program
_____ after formal and informal assessment
_____ each year
_____ all of the above

4. An I.E.P. is developed for each child in Special Education classes. T F

5. Parents have the right to help develop the educational plan for a handicapped child. T F

6. The educational program for Special Education students is the same as that for children in regular grades. T F

7. Academically talented children are included in the provisions of Public Law 94-142. T F

8. Mainstreaming is _____

_____

_____

9. Should special education students be recognized, diagnosed and treated in special situations which are run exclusively by special trained teachers using specialized materials?

_____

10. Do you believe that:

a. most handicapped children are mildly handicapped? _____

b. mildly handicapped children do not need to be placed outside the mainstream of education? _____

c. special education services, in various amounts or types, can be delivered to handicapped students while they are in the mainstream? _____

d. public schools should be involved with the education of children previously diagnosed as seriously retarded? _____

11. All handicapped children need special education class placement. T F

12. Handicapped children up to age 21 can be educated in public schools. T F

13. Mentally retarded children can be educated with children in regular classes. T F

14. Parents must pay for children placed in private schools for their education. T F

15. School districts educate handicapped children solely with Federal funds. T F

16. Parents must accept the placement and program decided upon by the specialists involved. T F

17. Indian children not attending public schools are provided for in the law for education for the handicapped. T F

18. Recreation may be a service for the handicapped. T F

19. Children placed in a special education class must remain in it for at least two years. T F

20. Special education can be received in a regular class program. T F

APPENDIX 6

SUPPORTIVE DOCUMENTATION

A NEW ERA

IN SPECIAL EDUCATION

A Program of Staff Development
Focusing on
the Administrator's Role
in the Education of
Handicapped Children

SCHOOL DISTRICT OF PHILADELPHIA

Division of Special Education

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center - 1st Floor
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

Telephone: 299-7733, 7734

MICHAEL P. MARCASE
Superintendent of Schools

WIN L. TILLERY
Executive Director

August 10, 1977

Dear Principal or Vice Principal:

I am pleased to notify you that your application for the Summer Special Education Personnel Development Program for School Administrators has been accepted.

The University City High School auditorium will be the site of the program. The school is located at 36th and Filbert Streets, parking is available in the rear of the school, entered from 37th Street, off Lancaster Avenue.

I am pleased you responded to our invitation and look forward to your participation in the workshop. A preliminary agenda of the program is enclosed.

Sincerely yours,

Win

Win L. Tillery,
Executive Director
Special Education

WLT:eg
Enc.

Law, Litigation and Handicapped Children

MONDAY, AUGUST 22, 1977

8:30 Registration

9:00 Opening Remarks — Dr. Win L. Tillery, Executive Director, Division of Special Education

Greetings and Remarks — Dr. Michael P. Marcase, Superintendent of Schools

Welcome to University City High School — Dr. Davis B. Martin, Principal

Introduction of Dr. Oswald Giulfii, Program Moderator — Dr. Win L. Tillery

Introduction to Conference Content and Activities — Dr. Oswald J. Giulfii, Executive Assistant, Office of External Operations

9:45 Keynote Address

The Judicial and Legislative Historical Perspective of P. L. 94-142, The Education for All Handicapped Children Act of 1975

Michael S. Lottman, Esq.
Director
Education Law Center
Newark, N. J. and Philadelphia

11:00 Break — Coffee, Tea and Donuts in the rear of the auditorium

11:20 Handicapped School Children's Rights and Professional Responsibilities: An Overview of P. L. 94-142

Ms. Carla Morgan, Community Organizer
Public Interest Law Center of Phila.

12:15 Small Group Breakout

Participants are to proceed to small group meeting rooms as directed. Group leaders will solicit preliminary questions and concerns from participants. Questions are to be written on 3 x 5 cards and will be distributed to appropriate program speakers for answers.

Planning for I. E. P. ' S

TUESDAY, AUGUST 23, 1977

8:30	Sign-In	
8:45	Introductory Remarks	Dr. Oswald J. Giulii, Program Moderator
9:00	Greetings and Remarks	Dr. Bernard P. Hafferty, Associate Superintendent for External Operations
9:30	Individualized Education Program (IEP) Plans in Pennsylvania: Emphasis on Critiqueing IEP'S	Dr. Paul Goode, Director Area Learning Resource Center Doylestown, Pa. Ms. Camilla Grigsby, Coordinator Urban Unit National Learning Resource Center of Pennsylvania King of Prussia
11:00	Break Coffee, Tea and Donuts in the rear of auditorium	
11:20	Due Process Procedures Related to IEP Development	Ms. Toni Chavious Special Assistant for Right to Education Office of Basic Education Department of Education Commonwealth of Pennsylvania
12:15	Small Group Breakout	
	Simulation Activity in IEP Development	
1:30	Dismissal	

Chagrin Grad.
Tch. EMR.
4 yrs.

State Mandates and Procedural Safeguards

WEDNESDAY, AUGUST 24, 1977

8:30 Sign-In

8:45 Introductory Remarks — DR. LAFAYETTE POWELL ~~Gov. Oswald Gialella~~, Program Moderator

9:00 I Complying with P. L. 94-142 in Pennsylvania: The Special Education Standards

Dr. William Chrtman,
Chief of Special Education Programs and Services
Department of Education
Commonwealth of Pennsylvania

Mr. Jeffery Grotsky,
Special Education Advisor
Commonwealth of Pennsylvania

10:30 I P. L. 94-142: A Parent's Viewpoint

Mrs. Mary Rita Hanley,
State President
Pennsylvania Association for Children with Learning Disabilities

11:00 Break Coffee, Tea and Donuts in rear of auditorium

11:20 II Procedural Safeguards and Due Process Aspects of P. L. 94-142

Frank Laski, Esq.
Public Interest Law Center of Phila.

12:15 Small Group Breakout

Simulation Activity in Educational Decision Making:
Special Education Placement

1:30 Dismissal

Helping Teachers Meet the Challenge

THURSDAY, AUGUST 25, 1977

8:30 Sign-In

8:45 Introductory Remarks — Dr. Oswald Giuliani, Program Moderator

9:00 Instructional Implications of P. L. 94-142: Identification, Nondiscriminatory Assessment, and Aspects of Least Restrictive Alternatives

Dr. Betty Hare, Associate Professor
Chairman
Special Education Department
College of Education
Temple University

Dr. Valaida G. Walker,
Associate Professor
Special Education Department
College of Education
Temple University

11:00 Break — Coffee, Tea and Donuts in rear of auditorium

11:20 Resources Available to Principals and Special Education Teachers in Implementing P. L. 94-142

Paulette Dreisbach, Coordinator
Media/Materials

Carole Norris, Librarian
Regional Resources Center for Special Education
King of Prussia

12:20 Small Group Breakout

Reaction Session

Philadelphia Meets the Challenge

FRIDAY, AUGUST 26, 1977

8:30	Sign-In	
8:45	Introductory Remarks	Dr. Oswald Giuliii, Program Moderator
9:00	Section 504 of the Rehabilitation Act of 1973: Its Relationship to P. L. 94-142: Nondiscrimination on the Basis of Handicap	Speaker to be announced
10:00	Complying with 94-142 in Philadelphia	Dr. Win L. Tillery Executive Director Division of Special Education
11:00	Videotape Presentation: P. L. 94-142: An Overview of the Process	
11:30	Adjourn to IMC, Second Floor of Building for Roundtable Buffet Luncheon with the Division of Special Education	
1:30	Dismissal	

Figure 1

Deno's Cascade of Services

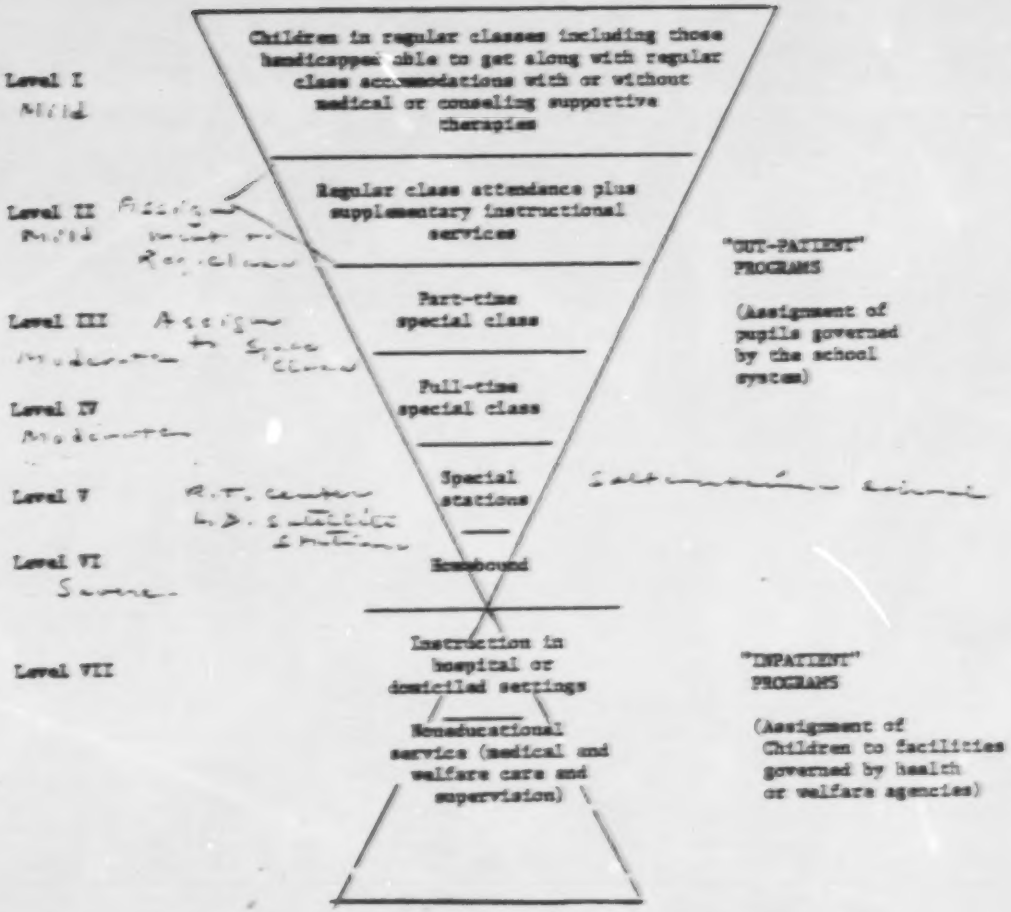

Level I
Children in regular classes including those handicapped able to get along with regular class accommodations with or without medical or counseling supportive therapies
Level II
Regular class attendance plus supplementary instructional services
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
Level III
Part-time special class
Level IV
Full-time special class
Level V
Special stations
Level VI
Homebound
Level VII
Instruction in hospital or domiciled settings
Noneducational service (medical and welfare care and supervision)
"INPATIENT" PROGRAMS
(Assignment of Children to facilities governed by health or welfare agencies)

FIGURE 1. The cascade system of special education service. The tapered design indicates the considerable difference in the numbers involved at the different levels and calls attention to the fact that the system services as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis (Deno, 1970).

[redacted]
Philadelphia, Pa. 19121
August 17, 1977

Ms. [redacted]
District Supervisor for District 4
District Office
Leslie Pinckney Hill School
32nd and Ridge Avenue
Philadelphia, Pa. 19132

Dear Ms. Roulhac:

We have received the due process letter for our child [redacted] dated August 10, 1977. We do not feel that we can make an informed decision at this time regarding the appropriateness of our child's placement at the Hill School at 32nd and Ridge Ave., SPI class. Our reasons are the following:

1. We were not able to observe an SPI class in session.
2. We were not given adequate information about what the age range in the SPI class would be.
3. We were not given adequate information as to whether there will be a physical therapy program to meet our son's needs as assessed by PEACH.
4. We were not given adequate information as to whether there will be a speech evaluation and therapy program to meet our son's needs as assessed by PEACH.
5. We were not able to meet the SPI class teacher.

We are, therefore, returning the due process notice to you with our initials on it. This does not indicate our approval or disapproval of the proposed placement. Once we have received the information we need to assess the proposed program's appropriateness, we will be happy to meet with you and complete the due process form. We specifically reserve our right to apply for a due process hearing should we find the proposed program unsuited to our child's needs.

Sincerely,

Mr. & Mrs. [redacted]

Mr. and Mrs. [redacted]

September 20, 1977

SPEECH CORRECTION SERVICE REPORT

The following children have been scheduled to attend Speech Correction class:

Monday

9:00 Curtis J.
Frederick L.
Weldon G.

9:30 Darrell J.
Tuyerl S.

10:00 Kindergarten

10:30 Karl R.
Alvin R.

11:00 Richard M.
Richard C.
Cheryl W.
Brian G.

11:30 Hope C.

12:00 Lunch

12:30 Preparation Time

1:15 Bruce L.
Michael R.
Marie W.

1:45 Maurice R.

2:15 Harold T.
Cecil P.

Wednesday

9:00 John M.
Absolom G.
Mitchell W.

9:30 Gina P.
Eddie P.
Kenneth J.

10:00 Steve M.
Darryl M.
Kyle R.

10:30 Maurice D.

11:00 Harold T.
Cecil P.
Otis R.
Hope C.

11:30 Michael P.

12:00 Lunch

12:30 Preparation Time

1:15 Bobby B.
Charlene R.

1:45 Darrell J.

2:15 Conference Time

SPEECH CLASS WAITING LIST

101 Rhonda B.
Venis W.
Morris A.

201 Marvin J.
Blanton P.
Charles J.
Yolanda F.

206 Ida Marie T.
William B.
Shirlene G.

301 Michael M.

3-3 Laura P.
Rolanda J.

304 Adrianne M.

307 Christopher F.

309 Gerald B.
Abdul L

310 Louise C

312 Tamra Y.

313 Kevin M.
Kenneth T.
Steven B.

315 Charles S.
Bobby K.

403 Betty H.

406 Kimberly L.

412 Nadine F.

413 Tracy A.
Terrence E.
Leon M.
Denise M.
Ricky S.

414 Kimberly W.

415 Ken S.

LESLIE PINCKNEY HILL SCHOOL
32nd and Ridge Avenue
Philadelphia, Pennsylvania 19132

!!! ATTENTION - ALL PARENTS !!!

During the strike emergency, BREAKFAST AND LUNCH WILL NOT be served at school. Children will be sent home for lunch at 12:00 Noon and should return in time for entrance at 1:00 P.M. Please make the necessary arrangements!!

Parents of Kindergarten and Special Education children should pick up children promptly at the close of school - 2:45 P.M. The building will be secured promptly.

The Home and School Association invites you to become a member during its annual drive. WON'T YOU JOIN THIS YEAR? WE NEED YOU!!!

Katherine C. Jackson
Principal

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

C.C. Mrs. K. Jackson

TO	NAME AND OFFICE: District Superintendent, District #	FILE NO.: 340
FROM	NAME AND OFFICE: Wm L. Tillery, Executive Director, Division of Special Education	DATE: 10/4/77
		REPLY'S TELEPHONE: 299-7733 .
SUBJECT	Approved Resource Rooms	

Approval has been granted for the establishment of a Resource Room at L.P. Hill Elementary School.

The Resource Room Program will serve identified mildly handicapped students in any of the three Special Education categories, i.e., educable mentally retarded, learning disabled, and emotionally disturbed.

The Program will be open to serve district students in need of such service. Staffing for the Program will vary, depending on the quantity of service required. A teacher should arrive at the School for the Resource Room within a short time.

Should there be need for further information, you may call Naomi Boyer of the Resource Room Office, at 299-7969.

Wm L. Tillery

WLT:NB:jr

COPY GIVEN TO MRS. BREWER MR. ZEITLIN

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

MICHAEL P. MARCASE
Superintendent of Schools

I. EZRA STAPLES
Deputy Superintendent
Instructional Services

DORIS B. WILSON
Director

VOLUNTEER SERVICES
299-7774

File #209
October 5, 1977

Mrs. Katherine C. Jackson, Principal
L.P. Hill School
32nd Street and Ridge Avenue
Philadelphia, Pa. 19132

Dear Mrs. Jackson:

Orientation for persons wishing to become School Volunteers is being offered in your area. We need your help in getting this information to the interested members in your school community.

Will you please post the enclosed flyer and bring it to the attention of parents and faculty?

Thank you.

Sincerely,

DORIS B. WILSON(Mrs.)
Director
Volunteer Services

DBW:c

Enclosure

LESLIE P. HILL PUBLIC SCHOOL

THIRTY-SECOND STREET AND RIDGE AVENUE

PHILADELPHIA, PA. 19128

October 11, 1977

Mrs. Jeanette W. Brewer
District # Four Superintendent
L.P. Hill School
32nd and Ridge Avenue
Philadelphia, Pennsylvania

Dear Mrs. Brewer:

We, the Building Committee, teachers and staff of the L.P. Hill School feel that there is a definite need to establish two Learning Disability classrooms within the confines of our school.

Our Counselor, Mr. Wells, has received testing results which indicate that we have 15 children ranging from 6 to 11, who possess learning disabilities and are in need of special attention. He has also indicated that there are 15 children waiting to be tested who have exhibited signs of possible learning handicaps and therefore have been recommended for psychological testing during the 1976-77 school year. We therefore request prompt attention to this matter and forthwith establish two Learning Disability Classrooms at the L.P. Hill School to provide for the needs of our children.

Mr. Wells, as well as his counseling Supervisor, Mrs. Barksdale, strongly suggest that the establishment of these Learning Disability classrooms would greatly enhance the total program of learning excellence at our school.

We have within our organization a qualified and certified L.D. Teacher who has expressed a desire to create and teach in this special class at our school.

Thank you for your assistance in this matter.

Sincerely yours,

Shirley Cooley

PFT Building Representative

Building Committee

cc: Mrs. Katherine Jackson, Principal - Hill School
Mr. Raymond Pollard - Dist. # Staff Rep. PFT
Mrs. Shirley Cooley, PFT Bldg. Rep.
Mr. Arthur Wells, Counselor, Hill School

wb

October 1977

I [redacted], parent of [redacted]

give my permission for him/her to attend

school during the regular school day beginning 10/27/31

for Teacher Assessment and Observation as

for the purposes of evaluation as follows:

10/31 Psychological Examination
by Nov. 4 Physical Therapy
10/31 Speech Therapy

} Dates and evaluations as indicated at IEP conference

[redacted]
Signature

SPECIAL EDUCATION DIVISION

INDIVIDUALIZED EDUCATION PROGRAM

(IEP) PLAN

STUDENT'S NAME (FIRST, LAST)			
DATE OF BIRTH: 2/24/72		PUPIL ID	
SCHOOL	DISTRICT: 4	IEP REVIEW DATE: Apr. 1341	TODAY'S DATE: 12/14/77
TEACHER(S)			GRADE/PROGRAM

PRIMARY ASSIGNMENT(S)	STARTING DATE	EXPECTED DURATION OF SERVICE
EMR Self-Contained Classroom	12/77	[illegible]
Vo Orientation		
SERVICES		
Transportation, (by Nov. 4, 1977), Speech (12/31) Evaluation,	12/77	"
Hear Relay, PT/OT Evaluation, Medical Evaluation	12/77	"
Physical Education, (by Nov. 4, 1977)	12/77	"

REASON FOR ASSIGNMENT(S):
IEP Conference Consensus and Psychological recommendation

ADMINISTRATOR/SUPERVISOR RESPONSIBLE FOR PROGRAM (NAME AND TITLE):
Mrs. Katherine Jackson, Principal

ADDRESS: 53rd & Bridge Ave. Phila. Pa. PHONE: [illegible]

THE FOLLOWING PERSONS HAVE PARTICIPATED IN THE EDUCATIONAL PROGRAM PLANNING CONFERENCE:

SCHOOL DISTRICT REPRESENTATIVE (NAME AND TITLE):
Mrs. Katherine Jackson, Principal Mr. Wells, Counselor

TEACHER(S):
Alice Bowie, Lee Aarva (Speech Therapist), Cecilia Brooks (Key-Crest)

OTHER:
Ramona G. Harlow (Ed. Psy.), Dr. C. B. Glenn (Supervisor), Hallie Rochlen (Supervisor)

SPONSOR	PARENT
	Mrs. [redacted]

Observers: Marian Carrillo, Carry Mc

PARENT RESPONSE: [ ] DO NOT APPROVE OF THE INDIVIDUALIZED EDUCATION PROGRAM WHICH IS RECOMMENDED.

Signature of Parent — 11/14/77 Date

Check one indicates approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response does indicate that you waive the right to a hearing at this time.

SEE OVER THE SCHOOL DISTRICT OF PHILADELPHIA

EDUCATIONAL LEVELS & OBJECTIVES

SCHOOL	STUDENT'S NAME
L. P. Hill	

ASSESSMENT PROCEDURES	INSTRUCTIONAL AREA	DESCRIPTION OF PRESENT EDUCATIONAL LEVELS	DATE	PROGRAM PLANNER
Informal Teacher Assessment	Self-Help	The child does urinate and defecate on the pottie, but not on the toilet. The child does toilet at certain times.	10/26	J. Mayhew & A Boyce
Informal Teacher Assessment	Self-Help	The child is able to feed himself, but he has a tendency to put too much food in his mouth.	"	"
Informal Teacher Assessment	Learning Behaviors	The child has a tendency to ignore the request of others. The child will come to someone on request, but he has to be heavily reinforced.	"	"
Informal Teacher Assessment	Oral Control	The child drools regularly, but there are times when he is able to keep his drooling under control	"	"

INSTRUCTIONAL AREA	ANNUAL GOALS	PROGRAM PLANNER
Toileting Feeding	The child will toilet at regular intervals during the day. The child will feed himself one bite at a time without assistance.	J. Mayhew & A. Boyce
Attending Skills Drooling	The child will respond to a simple task request within 10 sec. The child will develop oral control	" "

SHORT TERM OBJECTIVES	ASSESSMENT PROCEDURES	PRE-TEST DATE	PRE-TEST SCORE	POST-TEST DATE	POST-TEST SCORE
1. a. The child will respond by urinating or defecating on the toilet, when he is placed there by his teacher. The criteria of learning will be 9 correct responses out of 10.	Informal Teacher Assessment	10/26	0		
b. The child will respond by urinating or defecating on the toilet at certain times. The criteria of learning will be 9 correct responses out of 10.	"	"	0		
2. a. The child will respond to the request, "take a bite," by taking one bite, chewing and swallowing it before taking a second bite. The criteria of learning will 9 correct responses out of 10 for 5 days.	"	"	0		
b. The child will respond by taking one bite, chewing and swallowing it before taking a second bite, without assistance. The criteria of learning will be 10 correct responses out of 10 for 5 days.	"	"	0		

EDUCATIONAL LEVELS & OBJECTIVES

SCHOOL	STUDENT'S NAME
L. P. Hill	

ASSESSMENT PROCEDURES	CURRICULAR AREA	DESCRIPTION OF PRESENT EDUCATIONAL LEVELS	DATE	PROGRAM PLANNER

INSTRUCTIONAL AREA	ANNUAL GOALS	PROGRAM PLANNER

SHORT TERM OBJECTIVES	ASSESSMENT PROCEDURES	PRE - TEST		POST - TEST	
		DATE	SCORE	DATE	SCORE
1. a. The child will respond to a task request by initiating the task within one minute of the request to do so. The criteria of learning will be 9 correct responses out of 10.	Informal Teacher Assessment	10/26	0		
b. The child will respond to a task request by initiating the task within 30 seconds of the request to do so. The criteria of learning will be 9 correct responses out of 10.	"	"	0		
4. a. The child will respond to the verbal request to stop drooling, by not drooling for 5 minutes. The criteria of learning will be 3 correct responses out of 4 for 5 days.	"		0		
b. The child will respond to the verbal request to stop drooling, by not drooling for 15 minutes. The criteria of learning will be 3 correct responses out of 4 for 5 days.	"	"	0		

0804 WTT THE SCHOOL DISTRICT OF PHILADELPHIA

TYPE OR USE BALL POINT PEN - BEAR DOWN HARD!

SEND TO ADDRESS: ATTN: MRS. JACKSON
L P Hill School
Front + Ritner Sts
PHILA., PA. ZIP CODE 19132

INVOICE TO SCHOOL DISTRICT OF PHILADELPHIA
ACCOUNTS PAYABLE DEPT.
21ST AND PARKWAY
PHILADELPHIA, PA. 19103

☐ CONTRACT RELEASE ☐ PURCHASE ORDER

DECENTRALIZED PURCHASE ORDER NUMBER 288155

CONTRACT NO. | ENCUMBRANCE DOC. NO. | VENDOR NO. | DATE 11/27/77

DELIVERY SPECIFIED | SHIPPING INSTRUCTIONS: TRUCK

FUND/YR. 0318 | PROG. 05 | ACT. 152 | CLASS 523 | OBJ. 445 | TC

DESCRIPTION	ORDER QTY. PREVIOUSLY RC.	QUANTITY	UNIT VALUE	UNIT PRICE	TOTAL
Football mat - M17-1001		3		$1.32	$3.96
4' x 10' x 2"					
Uniform mat - M17-1021		1		4.75	4.75
T/R M17-4020					
6 Thumb saddle saddle		2		4.25	8.50
2 L R M17-5040			--		
3 L B M17-4041		2		4.25	8.50
5 L B M17-5043		2		5.40	10.80

VENDOR'S NAME AND ADDRESS: Educational Medical Supply Co
2416 OLD YORK ROAD
JENKINTOWN, PA. 19046

TOTAL SHALL NOT EXCEED $500.00 INCLUDING DELIVERY CHARGES | TOTAL ▶ $41.91

ISSUED BY: Katherine Spencer
APPROVED BY: William J. Hill
DIST. SUPT. (If Required)

ACCOUNTING - PURCHASING COPY

WRITE IN THIS AREA

INSTRUCTIONS - ACCOUNTING/PURCHASING COPY

1. Before ordering supplies or equipment, follow all instructions carefully in Section I of the Decentralized Purchasing Procedure.
2. Please check Contract Release "Stationery, Office Appliances, Custodial" etc. or the Contract no. block, if material ordered is on existing contract.
3. Please check Purchase Order block if material ordered is a non-contract, non-stock supply item.
4. For Books and Supplies, forward this copy to the District Budget Officer (D.B.O.).
5. For Furniture and Equipment, forward the entire set to the District Superintendent for approval. Do NOT mail to vendor without District Office approval.

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Dr. Thomas Watkins	FILE NO. #300
		DATE Oct. 28, 1977
FROM	NAME AND OFFICE Samuel P. Beard, Jr. Field Operations	SENDER'S TELEPHONE 299-7865
SUBJECT	Personnel Allotment L. P. Hill 445 School No.	

Please make the following changes in the 1977-78 personnel allocation:

Position	from	to	Fund	Prog.	Act.
Sp. Ed. Classroom Aide	0	1	0378	05	182

Effective Date Immediately

Thank you,

Samuel P. Beard, Jr.

cc: Dr. Barnard Rafferty
Principal
Superintendant
Mark Spector
Ted Skierski

~~Kilgore~~ Allin - See Teds memo

REQUISITION FORM SEH-103

SEE REVERSE SIDE FOR INSTRUCTIONS

CODE BLOCK

FUND/YEAR	PROGRAM	ACTIVITY	CLASS	LOCATION	T.C.
0378	05	187	523	445	118

REQ. NO.	MONTH	DAY	YEAR
500	11	3	77

DELIVERY LOC# [ ] IF DIFFERENT FROM LOCATION TO BE CHARGED

ACTIVITY/PROGRAM SPECIAL ED.

DATE REQUIRED 11 | 30 | 77

FROM:

SCHOOL L.P. HILL DISTRICT 4
(OR OFFICE) 32nd & Ridge Avenue
ADDRESS Phila. Pa. ZIP 19132

FOR INTERNAL USE ONLY

IN LOG DATE [illegible] DEC 21 1977 #396 A.T.

PICS CONTROL

Nº BX 347

REQ'N. TYPE

SPECIAL INSTRUCTIONS:

TOTAL ITEMS THIS REQ'N: 8 (MAX. NO. ITEMS PERMITTED: 9) TOTAL $ 787.05

APPROVED:	TITLE	APPROVED:	TITLE	APPROVED:	TITLE
Catherine C. Jackson		Hilton R. Robbins			

QTY	DESCRIPTION	SCHOOL DIST. SPECIFICATION NUMBER	UNIT OF ISSUE	QUANTITY NUMBER OF UNITS	PRICE UNIT	PRICE TOTAL	CODE
1	Exercise mat M07-6001 4'x10'x2"			3	@ 132	396.00	
2	Canvas wrist-ankle wt. 1lb. M07-5020			1	@ 4.75	4.75	
3	Canvas Saddle Sandbag 2lb. M07-5040			2	4.25	8.50	
4	3lb. M07-5041			2	4.25	8.50	
5	5lb. M07-5043			2	5.40	10.80	
6	Spot Trainer (Foam Vinyl bolster) ST-1 15"x15"x24"			2	19.90	39.80	
7	Spot Trainer ST-2 20"x20"x28"			2	49.90	99.80	
8	Incline Mat IM-1 36"x72"x16"			1	98.90	98.90	

RECEIVED DEC 12 1977

STAMP AREA: ALL BUDGET OFFICES, FIELD OPERATIONS, PROGRAM MANAGERS, ETC., PLACE STAMPS IN THIS AREA.

TOTAL $ 787.05

B. Goldman 11/77 Special Education

MACO DATE	To Operator	MUPO DATE	To Operator

FORM SEH 103—REQUISITION: UNLISTED SUPPLIES, EQUIPMENT, PUBLICATIONS, SERVICES—SCHOOL DISTRICT OF PHILADELPHIA (OCT. 1977)

Mrs. Mary Lamont

November 4, 1977

Katherine C. Jackson, Principal Katherine C. Jackson PO 5-1814

Please request a neurological evaluation for the following student's;

.Lenore [redacted] - 11/10/69

.Linwood [redacted]

.Terrance [redacted]

.Louise [redacted]

Mr. Irving Brody

November 4, 1977

Katherine C. Jackson, Principal [signature] (W) 5-1814

I would be most appreciative of the following information since a physical education plan is mandated by Public Law 94-142 for Handicapped Students:

.What is the School District's position on Physical Education?

.What constitutes Adaptive Physical Education?

.How is it like or different from Physical Education and Physical Therapy?

.Who is qualified to give adaptive Physical Education?

Thank you for any help you can give, however, some very specific answers are needed so that the Individualized Educational Plans will meet the federal requirements.

wb

I.E.P. COUNSELING WORKSHOP
November 7, 8, 9, 1977
Temple University, Ritter Hall
Walk Auditorium

AGENDA

8:45	Opening Remarks
9:00	Introduction to Workshop Content & Activities
9:15	PL94-142 Orientation and Review
9:45	Videotape Presentation: PL 94-142 "It Works for Children"
10:15	BREAK
10:25	I.E.P. Process and Content
10:45	Videotape Presentation: PL 94-142 "An Overview of the Process"
11:00	General Questions and Answers
11:30-12:00	LUNCH
12:30	Small Group Breakout Discussion -- focusing on the counselor's role in developing IEPs

LESLIE P. HILL PUBLIC SCHOOL

THIRTY-SECOND STREET AND RIDGE AVENUE

PHILADELPHIA, PA. 19130

Rec. Dist 4
11/14/77

November 9, 1977

Mrs. Jeanette Brewer
District # 4 Superintendent
L.P. Hill School
32nd and Ridge Avenue
Philadelphia, Pennsylvania

Dear Mrs. Brewer:

It has come to my attention, through consultation with Mr. Wells, our counselor, that a number of children throughout the grades have been identified as having Learning Disabilities but for whom no specialized service has been or is being provided. Some of the evaluations are two years old. Since so many children have been so identified, it would seem natural to have an L.D. Classroom and/or a Resource Room here at the L.P. Hill School. What are the steps to secure this type of help? Will you give assistance in this matter?

Anything you can do to bring this specialized service to our children would be greatly appreciated.

Sincerely,

Katherine C. Jackson

Katherine C. Jackson
Principal

KCJ/vb

Referred - K - [illegible]

letter to be typed on principal's letterhead

RJ

L.D. FILE SYSTEM

CRITERIA REQUIRED FOR L.D. PLACEMENT

A. Stage of progress:

1. [redacted] 1/12/69 — To records in L.D. office. Located psychological (10/71) in file at Division of Special Education. Psychological was completed 11/75. It was not sent to the L.D. office.

   Next step: Request for neurological examination

2. [redacted] 11/10/69 — Psychological record received by L.D. office 6/77

   Needs: Neurological examination
   Service to be requested by school nurse through health services
   Educational evaluation by ID office
   Team meeting

3. [redacted] 5/25/69 — To records

4. [redacted] none — Accepted - awaiting placement

5. [redacted] none — Psychological record received 12/75
   Needs neurological
   Accepted for resource room 5/77

6. [redacted] 2/25/69 — Accepted:- awaiting placement

7. [redacted] 3/67 — To records in L.D. office
   Located psychological in file at Special Education
   Needs: Neurological; request psychological evaluation for update

8. [redacted] 3/69 — Needs educational evaluation
   [illegible] meeting

9. [redacted] /68 — To records

Services of a private neurologist will be accepted if the parent or guardian has any such contact.

Telephone, PO 5-4433 - 4466 - 4488

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
OFFICE OF DISTRICT FOUR

Leslie P. Hill School
Thirty-Second Street and Ridge Avenue
Philadelphia, Pa. 19132

November 9, 1977

MICHAEL P. MARCASE
Superintendent of Schools

JEANETTE W. BREWER
District Superintendent

Dr. Robert L. Poindexter
Executive Deputy Superintendent
Administration Building
Phila. , Penna.

Dear Dr. Poindexter:

As per our conversation regarding your concern about the placement of an S.P.I. student, [redacted], I offer the following.

[redacted]'s mother was interviewed by Mrs. Katherine Jackson, Auxiliary Principal of the Hill School, as to [redacted],s placement. On October 24, 1977, [redacted] was assigned and began attending the Hill School as an S.P.I. student.

[redacted]

Sincerely,

JEANETTE W. BREWER
Superintendent
District Four

JWB:vc

November 10, 1977

Mr. and Mrs. [redacted]
[redacted]
Philadelphia, Pennsylvania

Dear Mr. and Mrs. [redacted]

Through the efforts of quite a few people, bus transportation with appropriate equipment was arranged for your son and was available on October 26th. We have been informed that you refused transportation and that lately you do not answer the door. The transportation service has notified us that they will not continue to stop for [redacted]

I would like very much to know of your intentions in this matter.

Please let me know in writing, as quickly as possible.

Looking forward to an early reply, I am,

Sincerely yours,

Katherine C. Jackson
Principal

KCJ/wb

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE
Mrs. Nellie Kaulbac
Special Education Supervisor Dist. # 4

FILE NO.

DATE
November 10, 1977

FROM — NAME AND OFFICE
Mrs. Katherine C. Jackson
Principal, L.P. Hill School

TELEPHONE
PO 5-1814

SUBJECT:

Last week, I asked about possible Homebound Services for [redacted], one of the children on the list for the new S.P.I. Class. If you remember, this is the child whose parent s could not be located by the agency (United Cerebral Palsy.). The Agency also indicated that the grandparents with whom the child is staying have no power of attorney to make decisions regarding him. (In light of the child's critical state, it would seem that legal parental authority is important).

Were you able to get any information regarding this aforementioned service?

I will be looking forward to your reply.

wb

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

Dec 2 1977

TO	NAME AND OFFICE ALL SCHOOL-COMMUNITY COORDINATORS ALL AREA COORDINATORS	FILE NO. 302
FROM	NAME AND OFFICE ALFONSO WILLIAMS Acting Assistant Director	DATE November 10,1977 MEMBER'S TELEPHONE MA 7-1282
SUBJECT	SERVICE TO SPECIAL EDUCATION STUDENTS	

Approval has been secured for us to restore our services to Special Education children. This special dispensation is made to the School-Community Service alone and rests solely with the School-Community Coordinator.

This service does not apply to others.

We will service them as we have in the past, effective this date.

COPY FOR SCHOOL-COMMUNITY COORDINATOR

AW:er

cc: Mr. Highsmith
Mr. Monica
District Superintendents
Dr. Escourt
Mrs. Waters
Mr. Dent
Principals

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

MICHAEL P. MARCASE
Superintendent of Schools

I. EZRA STAPLES
Deputy Superintendent
Instructional Services

DORIS B. WILSON
Director

VOLUNTEER SERVICES
299-7774

File #209
November 10, 1977

Mrs. Katherine C. Jackson, Principal
L. P. Hill School
32nd & Ridge Avenue
Philadelphia, Pa. 19132

Dear Mrs. Jackson:

Attached is a list of persons who have attended orientation given by the Office of Volunteer Services. They have expressed an interest in serving as Volunteer Aides in your school.

The Chairman of your volunteer unit has also received this list and will contact both you and the volunteers for their specific assignments. She will be in touch with you shortly.

Your cooperation is greatly appreciated.

Sincerely,

Doris B. Wilson

DORIS B. WILSON(Mrs.)
Director
Volunteer Services

/rr
Enclosure

cc: Mrs. Pauline Allen, Teacher in-charge
Mrs. Gloria Turner, S.C.C.

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Dr. Thomas Watkins

FILE NO: 300

DATE: November 15, 1977

FROM — NAME AND OFFICE: Samuel P. Beard, Jr.
Field Operations

READER'S TELEPHONE: 299-7585

SUBJECT: Personnal Allotment L. P. Hill (School) 445 (No.)

Please make the following changes in the 1977-78 personnal allocation:

Position	from	to	Fund	Prog.	Act.
Classroom Aide	1	2	0378	05	182

Effective Date Immediately

Thank you,

Samuel P. Beard, Jr.

cc: Dr. Bernard Rafferty
Principal
Superintendant
Mark Spector
Ted Sklerski

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

MICHAEL P. MARCASE
Superintendent of Schools

I. EZRA STAPLES
Deputy Superintendent
Instructional Services

DORIS B. WILSON
Director

VOLUNTEER SERVICES
299-7774

File 1209
November 16, 1977

Mrs. [illegible] Jackson, Principal
L. A. Hill School
32nd Street and Hilton Avenue
Philadelphia, Pa. 19132

Dear Mrs. Jackson:

This will confirm arrangements made with you and Mrs. Gloria Turner for an orientation session at your school for persons serving in the School Volunteer Program.

The session will be held on Tuesday, November 22, 1977 from 9:30 a.m. to 11:45 a.m.

Thank you for your cooperation.

Sincerely,

DORIS B. WILSON
Director
Volunteer Services

[illegible]
Coordinator
Volunteer Services

DBW:c

cc: Mrs. Jeanette W. Brewer, Superintendent, District Four
Mrs. Ruth L. White, Supervisor, Language Arts, District Four
Mrs. Gloria Turner, School Community Coordinator, Hill School

OFFICE OF THE DISTRICT SUPERINTENDENT
District Four
Leslie Pinckney Hill School
32nd and Ridge Avenue
Phila., Pa. 19132

TO: Principal, L.P. Hill School

FROM: Israel Zeitlin, Administrative Assistant

SUBJECT: Psychologists' Schedules

During the week of November 14, 1977, psychological service for your school will be provided as follows:

Day(s)	Psychologist
11/14 - Monday	Mrs. E. Lipsett Mintz
11/15 - Tuesday	Mrs. E. Lipsett Mintz
11/17 - Thursday AM	Mrs. E. Lipsett Mintz
11/18 - Friday	Mrs. E. Lipsett Mintz

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center - 1st Floor
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

MICHAEL P. MARCASE
Superintendent of Schools

WIN L. TILLERY
Executive Director

Telephone: 299-7733, 7734

RECEIVED
SUPT. DIST. #4 NOV 23 1977
C.C. Mrs. Jackson

November 21, 1977

Mrs. Jeanette W. Brewer
Superintendent - District Four
L. P. Hill School
Thirty-Second Street & Ridge Avenue
Philadelphia, Pennsylvania 19132

Dear Mrs. Brewer:

I have requested of Mrs. Naomi Boyer, Coordinator of Resource Room Programs, that she visit the L. P. Hill School as soon as possible to review the records of children for whom a resource room is needed. Following this review, Mrs. Boyer has been instructed to proceed with whatever action is necessary to provide needed services.

I trust that Mrs. Jackson, the principal of the L. P. Hill School, will keep you informed of our involvement.

If I can be of any further assistance, please give me a call.

Sincerely,

Win L. Tillery
Executive Director
Special Education

WLT:rf
cc: Mrs. Naomi Boyer

School District of Philadelphia — Division of Special Education

MULTIDISCIPLINARY ASSESSMENT

STAFF DEVELOPMENT MEETING

Administrative, Supervisory and Support Personnel

serving classes for

Severely and Profoundly Impaired Pupils

AGENDA

Tuesday, November 22, 1977

Auditorium
Board of Education Building
21st & Parkway

8:30 Registration

8:45 Distribution of Materials

9:00 Opening Remarks

Dr. Bernard P. Hafferty, Associate Superintendent
for External Operations

9:30 Judicial and Legislative Mandates Related to Multidisciplinary Evaluation of Retarded and Other Handicapped Children

PARC Right to Education Consent Decree, 1972.
P.L. 93-380 Education of Handicapped Act of 1975
P.L. 94-142 The Education of All Handicapped Children Act of 1975

Dr. Winifred L. Tillery, Executive Director,
Division of Special Education

10:15 Utilizing School and Community Based Resources: A Multidisciplinary Approach to Identification, Assessment and Planning for Handicapped School Children

School District of Philadelphia
Division of Special Education Model

Mr. William J. Riggar, Special Assistant
to Executive Director,
Division of Special Education

10:45 Break

11:00 Roles, Functions and Responsibilities of School District Multidisciplinary Child Evaluation and Support Teams

The School Counselor

Dr. Althea L. Cousins, Director, Pupil Personnel and Counseling

Mrs. Greta Vaughn, Assistant Director

The School Principal

Mr. Edward McHugh, Principal, J. E. Hill School, District 6

The School Nurse

Maude Hastings, R. N., Assistant Director of School Health
Services

Mrs. Peggy McNally, School Nurse, J. E. Hill School, District 6

The Teacher and Educational Diagnostician

Dr. Richard Glean, Supervisor, Programs for the Severely
and Profoundly Retarded

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

LESLIE PICKNEY HILL SCHOOL
32nd & Ridge Avenue
19132

Principal: Mrs. Katherine C. Jackson Phone: PO 5-1586

Chairman: Mrs. Gloria Turner, School Community Coordinator

Professional in Charge: Mrs. Edith Rambeau
Mrs. Pauline Allen

VOLUNTEERS 1977-78	DAY	TIME
1. Mrs. Frances A. Green [redacted] 19132 [redacted]	Monday, Tuesday, Friday	a.m. and p.m.
2. Miss Eleanor King [redacted] 19121	Monday, Wednesday, Friday	a.m.
3. Mrs. Geneva F. Muldrow [redacted] 19121 [redacted]	Wednesday	a.m.

November 25, 1977

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Mr. Thomas Watkins, Director Non-Instructional Personnel	FILE NO.
		DATE November 28, 1977
FROM	NAME AND OFFICE Katherine C. Jackson	SENDER'S TELEPHONE PO5-1586
SUBJECT		

It is my understanding that the L.P. Hill School is entitled to the service of Classroom Aide Service for the T.M.R. and S.P.I. classes. To date only one Aide has been assigned (with no documentation). I would like to request that two additional Aides be assigned as quickly as possible. The lack of this service is causing problems related to the union contract.

Your assistance will be greatly appreciated.

F.Y.I. B-

SCOUTING PROGRAMS FOR THE HANDICAPPED

Scouting is for all youth. Charters are issued to community organizations to operate Cub Scout packs, Boy Scout troops, and Explorer units that provide a program for handicapped youth both in and out of institutions.

Cooperation with the following national agencies provides avenues of service to youth who seek to overcome obstacles on their road to adulthood:

- American Foundation for the Blind
- Council for Exceptional Children
- Disabled American Veterans
- The Library of Congress, Division for the Blind and Physically Handicapped
- Muscular Dystrophy Association of America
- National Association for Retarded Citizens
- National Association of Training Schools and Juvenile Agencies
- National Easter Seal Society for Crippled Children and Adults
- The President's Committee on Employment of the Handicapped
- United Cerebral Palsy Association Inc.

For additional information and guidance, call or write your local council or Education Relationships Service, Boy Scouts of America, North Brunswick, N.J. 08902.

FOR THE SOCIALLY MALADJUSTED

For many years Scout units have been a part of the program of the State Home for Boys, Jamesburg, N.J. Concerning Scouting, the superintendent has written the following:

"When the resident boy joins, the initial approaches are adapted to the individual need. A good one is Scouting. Here we have an organized gang into which the boy can readily slide. There is a structure already installed to which a system of posts, awards, and incentives is established for him. Best of all, any form of adult participation that is acceptable to the boy, because he knows that the peers accept the organization.

"To encourage this group participation with socially acceptable controls, we make our Scout program as homespun a variety one so that it will appeal to the boy who wants to show others what he can do. We emphasize, particularly, the physical fitness, the competitive routines, the arduous, nature-type activities so readily at hand in Scouting.

"Although Scouting is only an additional program, hand in hand with individual therapy, good classification, group counseling, psychiatric care, social work, academic schooling, medical care, and many other facets of a going concern, it offers an inspiring structure, an aid to a decent community experience at the institution—one in which the moral thread is never wanting. It helps to make useful citizens."

Over 200 correctional institutions in all parts of the United States use Scouting. There is a growing interest in the program as it helps in the development of boys who have come under the jurisdiction of the courts. Scouting serves as a connection with the outside world to which they all must return.

FOR THE MENTALLY RETARDED

The National Association for Retarded Citizens wisely believes that Scouting is one of the major programs through which mentally retarded youth can be helped to their optimum development. Participation in Scouting gives them a sense of personal worth and dignity. It offers these young people many excellent group experiences, not only enabling them to develop sound character and good citizenship, but providing an opportunity to put these attributes into practice.

A manual for leaders, *Scouting for the Mentally Retarded*, No. 3088, is available at your local council office, from the Supply Division, Boy Scouts of America, North Brunswick, N.J. 08902.

Scouting gives the handicapped boy a sense of belonging, of accomplishment, and an opportunity on many occasions to associate with other boys.

The Boy Scouts of America has adapted its program to serve the mentally retarded youth. It stands ready to assist in the organization of as many units as are needed.

For a number of years it has been a national policy in Cub Scouting, Boy Scouting, and Exploring to permit boys who are known to be mentally retarded to register beyond the normal age limit. Most schools and groups working with retarded boys assign them by their mental age and use the program according to the needs and abilities of the boys involved.

BOY SCOUTS OF AMERICA

No. 12-180 SM979

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

MICHAEL P. MARCASE
Superintendent of Schools

I. EZRA STAPLES
Deputy Superintendent
Instructional Services

DORIS B. WILSON
Director

VOLUNTEER SERVICES
299-7774

File #209
December 15, 1977

Mrs. Katherine C. Jackson, Principal
L. P. Hill School
32nd Street and Ridge Avenue
Philadelphia, Pa. 19132

Dear Mrs. Jackson:

Attached is a list of persons who have attended orientation given by the Office of Volunteer Services. They have expressed an interest in serving as Volunteer Aides in your school.

The Chairman of your volunteer unit has also received this list and will contact both you and the volunteers for their specific assignments. She will be in touch with you shortly.

Your cooperation is greatly appreciated.

Sincerely,

Doris B. Wilson

DORIS B. WILSON(Mrs.)
Director
Volunteer Services

/rr
Enclosure

cc: Mrs. Gloria Turner, School Community Coordinator, Hill School
Mrs. Edith Rambeau, Professional in charge of Volunteers
Mrs. Pauline Allen, Professional in charge of volunteers

SCHOOL NIGHT TO JOIN SCOUTING

ALL INTERESTED BOYS INVITED & PARENTS!

REGISTRATION FEE: $2.00 PER YEAR
ADULT REGISTRATION FEE: $3.50 PER YEAR
BOYS' LIFE MAGAZINE: $3.00 PER YEAR (OPTIONAL)

UNITY DISTRICT

WONDERFUL WORLD OF SCOUTING

CAE:lca
11/29/77

Philadelphia Council,
Boy Scouts of America

CECIL A. ELLIS
DISTRICT EXECUTIVE
FIELD DIRECTOR
LO4-2540

MILTON WILLIAMS
ASSOC. DISTRICT EXECUTIVE
229-4949

BLAKE STATON
DISTRICT EXECUTIVE STAFF

DATE DECEMBER 2, 1977 TIME 2:45 PLACE HILL SCHOOL 32nd & RIDGE AVE. MAIN OFFICE

YOU CAN JOIN A CUB SCOUT PACK IF YOU ARE 8 YEARS OLD OR 7 AND HAVE COMPLETED THE SECOND GRADE.

YOU CAN JOIN A SCOUT TROOP IF YOU ARE 11 YEARS OLD OR HAVE COMPLETED THE FIFTH GRADE

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Miss Jeanette Floyd

FILE NO.: #300

DATE: Dec. 5, 1977

FROM — NAME AND OFFICE: Samuel P. Beard, Jr., Field Operations

TELEPHONE: 299-7005

SUBJECT: Personnel Allotment — L. P. Hill School — 445 No.

Please make the following changes in the 1977-78 personnel allocation:

Position	from	to	Fund	Prog.	Act.
Resource Room Teacher	0	1	0378	05	194

Effective Date: Immediately

Thank you,

Samuel P. Beard, Jr.

cc: Dr. Bernard Rafferty
Mrs. Jeanette Brewer
Mr. Oscar Goss
Mr. Mark Spector
Mr. Ted Skierski

Jeanette, please note

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

L. P. HILL SCHOOL
32nd Street and Ridge Avenue
19132

Principal: Mrs. Katherine C. Jackson Phone: PO 5-1586

Chairman: Mrs. Gloria Turner, School Community Coordinator

Professional in Charge:

VOLUNTEERS 1977-78	DAY	TIME
1. Mrs. Frances B. Allen [redacted] 19132 [redacted]	Monday through Friday	a.m.
2. Mrs. Marlene Blount [redacted] 19132 [redacted]	Tuesday, Wednesday, Friday	a.m.
3. Mrs. Catherine Brockett [redacted] 19121 [redacted]	Monday through Friday	a.m. and p.m.
4. Mrs. Gladys Garner [redacted] 19132 [redacted]		
5. Mrs. Mary Ginyard [redacted] 19132 [redacted]	Tuesday, Wednesday, Thursday Friday	a.m.
6. Mrs. Frances A. Green [redacted] 19132 [redacted]	Monday, Tuesday, Wednesday	a.m. and p.m.
7. Mrs. Cassandra Johnson [redacted] 19132 [redacted]		
8. Mrs. Gail S. Lewis [redacted] 19130	Monday through Friday	a.m. and p.m.

L. P. Hill School
32nd Street and Ridge AVenue
19132

VOLUNTEERS 1977-78	DAY	TIME
9. Mrs. Irene Palmer [redacted] 19132 [redacted]	Monday, Wednesday, Friday	a.m. and p.m.
10. Miss Gwendolyn L. Robertson [redacted] 19132 [redacted]	Monday, Wednesday, Friday	a.m. and p.m.
11. Miss Mary Russell [redacted] 19132 [redacted]	Monday, Tuesday, Thursday Friday	a.m.

December 15, 1977
c

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
Benson Administrative Center - 1st Floor
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

MICHAEL P. MARCASE
Superintendent of Schools

WIN L. TILLERY
Executive Director

Telephone: 299-7733, 7734

Code 340

December 15, 1977

TO: DISTRICT SUPERINTENDENTS AND ALL PRINCIPALS

RE: MULTIDISCIPLINARY ASSESSMENT OF MENTALLY RETARDED PUPILS

As a result of litigation in U. S. District Court and other legal mandates (P. L. 94-142), the School District is charged immediately with providing a multidisciplinary evaluation of every mentally retarded pupil.

Dr. Tillery's office, in collaboration with other school district personnel, has developed a procedure by which these multidisciplinary evaluations are to be conducted. A copy of that procedure will follow.

Please be informed that it is now official school district policy to provide multidisciplinary evaluations of mentally retarded pupils as mandated by law. Furthermore, principals and other staff who are identified as participants in this multidisciplinary procedure are to assume and fulfill roles as Child Study Evaluation Team Members as a high priority responsibility.

An intensive program of staff development is being implemented to meet the immediate needs of staff involved in this procedure. Your supportive staff, Counselor, School Nurse, School Psychologist, Itinerant Diagnosticians, and Therapists (PT/OT , Speech and Hearing), will be required to attend staff development sessions planned for them.

Please be aware that this undertaking is a serious and urgent matter which requires your full support and cooperation.

Charles A. Highsmith
Charles A. Highsmith, Deputy Superintendent for Field Operations

Bernard F. Rafferty, Assistant Supt. for External Operations

Winifred L. Tillery
Winifred L. Tillery, Executive Director of Special Education

Althea L. Cousins
Althea L. Cousins, Executive Director Pupil Personnel & Counseling

Samuel Kravits
Samuel Kravits, Administrator for School Health Services

Encl.
WLT:al

TEMPORARY FORMS REQUEST

The following temporary forms are available to you at no cost:

FORM	DATE	TITLE	INDICATE NUMBER OF COPIES NEEDED: ENGLISH	SPANISH	TOTAL REQUESTED
T700	12/77	REQUEST FOR PERMISSION TO EVALUATE			
T701	12/77	NOTICE OF INTENT TO CONDUCT RE-EVALUATION OR RESPONSE TO PARENT-INITIATED REQUEST FOR EVALUATION			
T702	12/77	NOTIFICATION THAT PUPIL IS NOT EXCEPTIONAL			
T703	12/77	REQUEST FOR PARENT PARTICIPATION IN A PROGRAM PLANNING CONFERENCE FOR THE DEVELOPMENT OR REVISION OF AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) PLAN			
T704	12/77	FINAL ATTEMPT TO SCHEDULE PARENTS TO IEP CONFERENCE			
T705	12/77	RESPONSE TO PARENT-INITIATED REQUEST FOR DUE PROCESS PROCEDURES			
		IEP COVER LETTER FOR PARENTAL APPROVAL/DISAPPROVAL			
		DUE PROCESS NOTICE			

Directions:
Indicate your anticipated needs for each form listed above, through the end of this school year.
Mail to: I.E.P. Project, Room 304
Stevens Administration Center
13th & Spring Garden Streets
Philadelphia, Pa. 19123

REQUESTED BY: _____
Principal

_____
School

_____
District

12/77

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

21st Street & Parkway

19103

Dear Parent:

The School District of Philadelphia would like to provide an evaluation for _____ who attends the _____ School to ensure that your child has an appropriate education program. Your child has been referred for evaluation for the following reasons: _____

_____

Our plan for evaluation includes:

Type of Test/Procedure	Proposed Date of Evaluation
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

You have the right to see and study all the information in your child's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with school personnel or evaluator(s) to discuss the recommended referral and/or the evaluation procedures. To obtain your child's record(s) or to arrange a conference you may call: _____

_____

If this is the case, please indicate your decision by signing in the appropriate space below.

You may already have enough information to reach a decision about the evaluation without reviewing your child's records or requesting a conference.

If the evaluation shows that your child is eligible for special education programs and services, we will ask for your assistance in preparing an Individualized Education Program (IEP). You also have the right to request a hearing concerning this proposed evaluation. No evaluations may be conducted without your written approval or the approval of a due process hearing officer.

Please respond to one of the following statements:

I AGREE to an evaluation as described above, and I will call for an appointment to review my child's school records and/or for a conference before the evaluation.

_____ _____

Date Signature of Parent

_____

I AGREE to an evaluation as described above, but I will NOT review my child's records or schedule a conference before the evaluation.

_____ _____

Date Signature of Parent

_____

I do NOT agree to an evaluation as described above.

_____ _____

Date Signature of Parent

_____

Please return this letter in the enclosed envelope within ten (10) days of the date you received it. Thank you for your cooperation.

Sincerely,

_____ _____

School Principal

Encl: envelope

TH68 (12/77) REQUEST FOR PERMISSION TO EVALUATE - THE SCHOOL DISTRICT OF PHILADELPHIA

THE SCHOOL DISTRICT OF PHILADELPHIA

BOARD OF EDUCATION

[illegible] St. of The Parkway

19103

DATE _____

Dear Parent:

The School District of Philadelphia:

( ) will provide re-evaluation

( ) will provide an evaluation at your request

for _____ who attends the _____ School to assure that your child has an appropriate education program.

The student will have the re-evaluation or evaluation for the following reasons:

_____

_____

_____

_____

Type of Test/Procedure	Proposed Date of Evaluation
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

You have the right to see and study all the information in your child's school records. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with school personnel or evaluator(s) to discuss the evaluation procedures. To obtain your child's records or to arrange a conference, you may call:

_____

If this evaluation shows that your child is eligible for special education programs and services, we will ask for your assistance in preparing an Individualized Education Program (IEP).

Sincerely,

_____
Principal

_____
Wm L. Tillery
Executive Director
Division of Special Education

[illegible] NOTICE OF INTENT TO CONDUCT RE-EVALUATION OR RESPONSE TO PARENT INITIATED REQUEST FOR EVALUATION - THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL DISTRICT OF PHILADELPHIA

DIVISION OF SPECIAL EDUCATION

SUGGESTED CRITERIA FOR ESSENTIAL EVALUATION
CHET TEAM MEETING REPORT S-712

Key: + = Adequate Data
✓ = Inadequate Data
0 = Missing Data
N/A = Not Applicable

DATA COMPONENT	STATUS	COMMENTS
COMPLETENESS		
1. Identifying information completed	1.	
2. All required CHET members have signed report.	2.	
3. All areas of functioning evaluated on 710 are included on 712.	3.	
PROGRAM PLANNING INFORMATION		
4. Report clearly communicates in language understandable to parents and teachers.	4.	
5. Data from the current levels column consistently leads into recommended goals, strategies and services.	5.	
6. Student's strengths as well as deficits are reported and utilized in the formulation of goals and strategies.	6.	
7. Recommended goals, strategies and services:	7.	
a. are based on the student's strengths as well as deficits;	a.	
b. are viable and relevant to educational programming;	b.	
c. are realistic and practical for the student, school, teachers and parents;	c.	
d. take into consideration the many resources of the school and community;	d.	
e. provide clear direction for the development of the IEP	e.	

SCHOOL DISTRICT OF PHILADELPHIA

DIVISION OF SPECIAL EDUCATION

SUGGESTED CRITERIA FOR TECHNICAL EVALUATION
CHET TEAM SERVICE REPORT T-712
(continued)

Key: • = Adequate Data
✓ = Inadequate Data
0 = Missing Data
N/A = Not Applicable

	DATA COMPONENTS	STATUS	COMMENTS
8.	Recommended strategies represent a means of achieving stated goals.	8.	
9.	Report reflects an integration and consensus of findings from the various disciplines involved.	9.	
10.	Report answers the questions raised in the referral to the CHET.	10.	
11.	Report describes educationally relevant behavior noted during the classroom observation.	11.	
	CONCLUSIONS/COMMENTS/DISSENTING OPINION		
12.	Conclusions specify:	12.	
	a. a recommended differential diagnostic statement, supported by adequate data, meeting the criteria set forth in Pennsylvania State Standards for Special Education	a.	
	b. a statement of the level of severity of the handicapping condition	b.	
	c. a recommended primary assignment consistent with least restrictive environment considerations and level of severity	c.	
	d. recommended curricular areas and activities for integration/mainstreaming including amount of time	d.	
	e. statement of recommended supportive services (do not indicate amount of service)	e.	
13.	Conclusions and/or Dissenting Opinions reflect and are supported by assessment data in the CHET file, T10 and T12.	13.	

CONFIDENTIAL

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SPECIAL EDUCATION
RESOURCE ROOM PROGRAM

CONFIDENTIAL

EVALUATION SUMMARY REPORT

STUDENT _____ GRADE ____ SECTION/ROOM _____ DATE _____

SCHOOL _____ REFERRED BY _____ EXAMINER _____

REFERRAL PROBLEM

OBSERVATIONS/HISTORY

ESTIMATES OF COGNITIVE FUNCTIONING
Instrument(s):

Analysis:

ACADEMIC ACHIEVEMENT INFORMATION

Peabody Individual Achievement Test PIAT — Analysis
Grade Level Scores
Mathematics
Reading Recognition _____
Reading Comprehension _____
Spelling _____
General Information _____

DIAGNOSTIC ACHIEVEMENT INFORMATION

PERCEPTUAL/PROCESS SCREENING

LANGUAGE DEVELOPMENT AND COMPETENCE

SOCIAL/EMOTIONAL ADJUSTMENT ESTIMATE

PRELIMINARY PSYCHOEDUCATIONAL DIAGNOSIS

RECOMMENDATIONS

NOTICE OF RECOMMENDED ASSIGNMENT

Name and Address of Parent/Guardian,
Student or Surrogate Parent:

_____
Date

_____

_____

_____

Dear _____:

This is your notice of the recommended educational program and placement for

_____.
Name of Student and Present Educational Status

If you approve this recommendation, sign and indicate this below.

An Individualized Education Program has been developed for this student. A copy of this program is attached.

Before this recommendation is implemented, you have the right to request a pre-hearing conference to discuss, with school personnel, the recommended educational program and placement. If you disagree with the outcome of this conference, you may request a formal hearing to contest the implementation of the recommendation.

If you wish to participate in a pre-hearing conference, sign and indicate this below; then return this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you in person.

If you do not return this page within the time specified above, it will indicate you approve the recommendation and you do not wish to request a hearing at this time.

For further information contact: _____

_____

_____
Local School District and Responsible Official

_____
Signature of School District Superintendent

- -

( ) I approve the recommended placement and program and do not wish to request a pre-hearing conference or a hearing.

( ) I do not approve the recommended placement and program. I request a pre-hearing conference.

_____ _____
Date Signature of Parent/Guardian, Student or Surrogate Parent

_____ _____
Date Signature of Parent/Guardian

1

Following is the recommended educational assignment for the student:

( ) 1. Regular class (24 Purdon's Statutes §5-501)

( ) 2. Regular class in a regular school with supporting services (24 Purdon's Statutes §13-1372(2))

( ) 3. A school district special education program in a regular school (24 Purdon's Statutes §13-1372(3))

( ) 4. A school district special education program in a special facility (24 Purdon's Statutes §13-1372(3))

( ) 5. An intermediate unit program in a regular school (24 Purdon's Statutes §13-1372(4))

( ) 6. An intermediate unit program in a special facility (24 Purdon's Statutes §13-1372(4))

( ) 7. An approved private school program (24 Purdon's Statutes §13-1372)

( ) 8. A state school program (24 Purdon's Statutes §13-1372(5))

( ) 9. An approved out-of-state program (24 Purdon's Statutes §13-1372(5))

( ) 10. An intermediate unit program of instruction in the home (24 Purdon's Statutes §13-1372(3))

( ) 11. Other. Specify: _____

Educational assignments 2-10 are listed in priority order for handicapped school-aged persons. This priority order shall be followed for the handicapped, except where deviation meets the needs of the student or the purpose of the regulations (22 Pa. Code 13.11(D)).

Educational assignments 2-6 above are listed in priority order for gifted and talented school-aged persons.

If the student is mentally disabled, mentally retarded or emotionally disturbed, he/she is entitled, under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Health Procedures Act of 1976, to the services of a local MH-MR center (name and address on page 4) for an independent medical, psychological and educational evaluation.

At any time you have the right to be represented by the person of your choice and to obtain an independent evaluation.

At any time you will be given reasonable access to all school district or intermediate unit records concerning the student, including all test results or reports upon which the recommendation may be based. This will be in accord with the Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records under 22 Pa. Code §12.33.

BEFORE THE RECOMMENDATION IS IMPLEMENTED, you have the right to request a PRE-HEARING CONFERENCE. Following the PRE-HEARING CONFERENCE, you have the right to request a HEARING before a designee of the Secretary of Education.

1. PRE-HEARING CONFERENCE

If you request a PRE-HEARING CONFERENCE, these procedures will be followed:

1. The PRE-HEARING CONFERENCE will be scheduled within 10 days from the date the school received your request.

2. You may request from the school district or intermediate unit a copy of the complete evaluation or re-evaluation of the student. Such evaluation will be completed prior to the PRE-HEARING CONFERENCE.

3. The chief school administrator or designee will chair the conference.

4. The PRE-HEARING CONFERENCE will include but not be limited to: the parent, guardian or surrogate parent; a supervisor of special education; the student, if appropriate; and if possible, the evaluator(s) and the guidance counselor. Any person the parent wishes to invite may attend. The parent may request that the conference be closed to the public.

5. The school district and/or intermediate unit personnel will provide written evidence to support the appropriateness of the student's program. You may present records or reports, not previously available to the district or intermediate unit, which you feel will be helpful in determining the appropriateness of the recommended assignment.

6. You may be accompanied by any person of your choice, including legal counsel, whom you wish to either advise or represent you at the conference.

7. At the PRE-HEARING CONFERENCE, every attempt will be made to reach an agreement on an appropriate placement and program. The purpose of the conference is to foster discussion and not confrontation.

FOLLOWING THE PRE-HEARING CONFERENCE, YOU WILL BE GIVEN DOCUMENTATION OF THE CONFERENCE AND THE OPPORTUNITY TO REQUEST A HEARING.

II. HEARING

If you request a HEARING, these procedures will be followed:

1. The school district will forward your request to the Department of Education within 10 days from the date the district receives your request.

2. The HEARING will be conducted by an impartial hearing officer who is a designee of the Secretary of Education.

3. The HEARING will be held no sooner than 15 days nor later than 30 days from the date your hearing request is received by the Department of Education.

4. The HEARING will be held in your local school district or intermediate unit and may be held in the evening, if you wish.

5. It will be an oral, personal HEARING, and it will be closed and private unless you specifically request an open HEARING.

6. You may be represented by any person of your choice, including legal counsel.

7. You have the right to present evidence, including expert medical, psychological and educational testimony. Any evidence which you present is to be disclosed to the school district/intermediate unit at least 5 days before the hearing.

8. You have the right to compel the attendance of any school official, employe or agent of a school district, intermediate unit or the Department of Education who may have evidence directly relevant to the recommended assignment and to confront and to pose questions to any witness at the HEARING.

9. Any evidence which the school district/intermediate unit presents is to be disclosed to you at least 5 days before the HEARING.

10. A transcript of the HEARING will be made; a copy will be at the school district or intermediate unit office. You may review this copy, or, at the close of the HEARING, you may request your own copy free of charge.

11. The decision of the hearing officer will be based solely on the evidence presented at the HEARING. The hearing officer will decide whether the recommended assignment is appropriate. If the hearing officer decides that the assignment is inadequate or inappropriate for your child and if the hearing officer feels that there is substantial evidence to show that your child is in need of special education, he may recommend an alternate type of special education for your child or he may recommend modifications in the school district/intermediate unit proposed program. After the hearing officer's decision is rendered, it shall be the school district's responsibility to implement the decision.

12. The decision will be made within 20 days of the HEARING. It will be in writing, and will contain findings of fact and conclusions of law. The decision will be sent to you by certified mail.

13. Within 10 days of the date you receive the decision, the school district will contact you to schedule a conference to develop an Individualized Education Program.

14. No change will be made in the student's educational assignment until a decision has been rendered by the hearing officer.

15. You may appeal the decision of the hearing officer to the Secretary of Education who will review your objections to the hearing officer's decision. The appeal procedures will be attached to your copy of the decision. The decision of the Secretary of Education on your objections may in turn be appealed to Pennsylvania Commonwealth Court or, pursuant to 20 U.S.C. § 1401 et seq., to Federal district court.

The local Mental Health and Mental Retardation Base Service Unit is:

_____

_____ PHONE:_____

The Pennsylvania Association for Retarded Citizens may assist you concerning the hearing. The PARC chapter nearest to you is:

PARC

_____

1211 CHESTNUT STREET

PHILADELPHIA , PA 19107 PHONE: LO 7-3750

If you wish to be represented by a lawyer, but are unable to afford one, free legal services may be available to you from:

COMMUNITY LEGAL SERVICES

_____

SUITE 1616 HUHL

JUNIPER & LOCUST STREETS

_____ PHONE: KI 6-5140

PHILADELPHIA, PA 19107

The following agencies may also assist you:
(NOTE: Appropriate list of agencies with address, phone number and the type of student served to be provided by each intermediate unit.)

_____

_____ PHONE:_____

_____

_____ PHONE:_____

_____

_____ PHONE:_____

Date

I. PRE-HEARING CONFERENCE

The following persons have participated in the educational PRE-HEARING CONFERENCE (list names and positions of each person who participated in the conference):

Following are the issues which were resolved/not resolved at the PRE-HEARING CONFERENCE:

II. INSTRUCTIONS

If you approve of the educational placement and program recommended for the student, please check the space provided for approval and sign your name. If revisions were made in the recommended assignment and program as a result of the conference, you will receive a written notice describing the revisions.

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, and you wish to request a hearing to resolve any differences, check the space provided for disapproval and sign your name. To request a hearing, send in your request within 10 days of the date you received this.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 10 days of the date of the PRE-HEARING CONFERENCE, it will indicate that you approve the educational placement and program that was discussed at the conference and any revisions which you received. No response also indicates that you waive the right to a hearing at this time.

III. RESPONSE

Please check one and sign.

( ) I approve of the educational placement and program which is recommended.

( ) I do not approve of the educational placement and program which is recommended. I therefore request a hearing.

Date _____ Signature of Student, Parent/Guardian or Surrogate Parent _____

Date _____ Signature of Parent/Guardian _____

IV. OPEN OR CLOSED HEARINGS

If you requested a hearing, you have the right to decide whether it will be open to the public or closed and private.

If the hearing is closed and private, then only you, the student (if appropriate), your representative(s), school officials, other witnesses, the hearing officer and the recorder will be present. When a hearing decision is made, it will only be released in an identifiable form to you and to those persons who must implement it. If you choose to have a closed hearing, you may, nevertheless, designate friends or observers whom you wish to be allowed to remain present.

If the hearing is open to the public, anyone may attend it. When a hearing decision is made, it may be released with the student's name and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public beyond the extent to which they appear in the decision.

Please check one and sign.

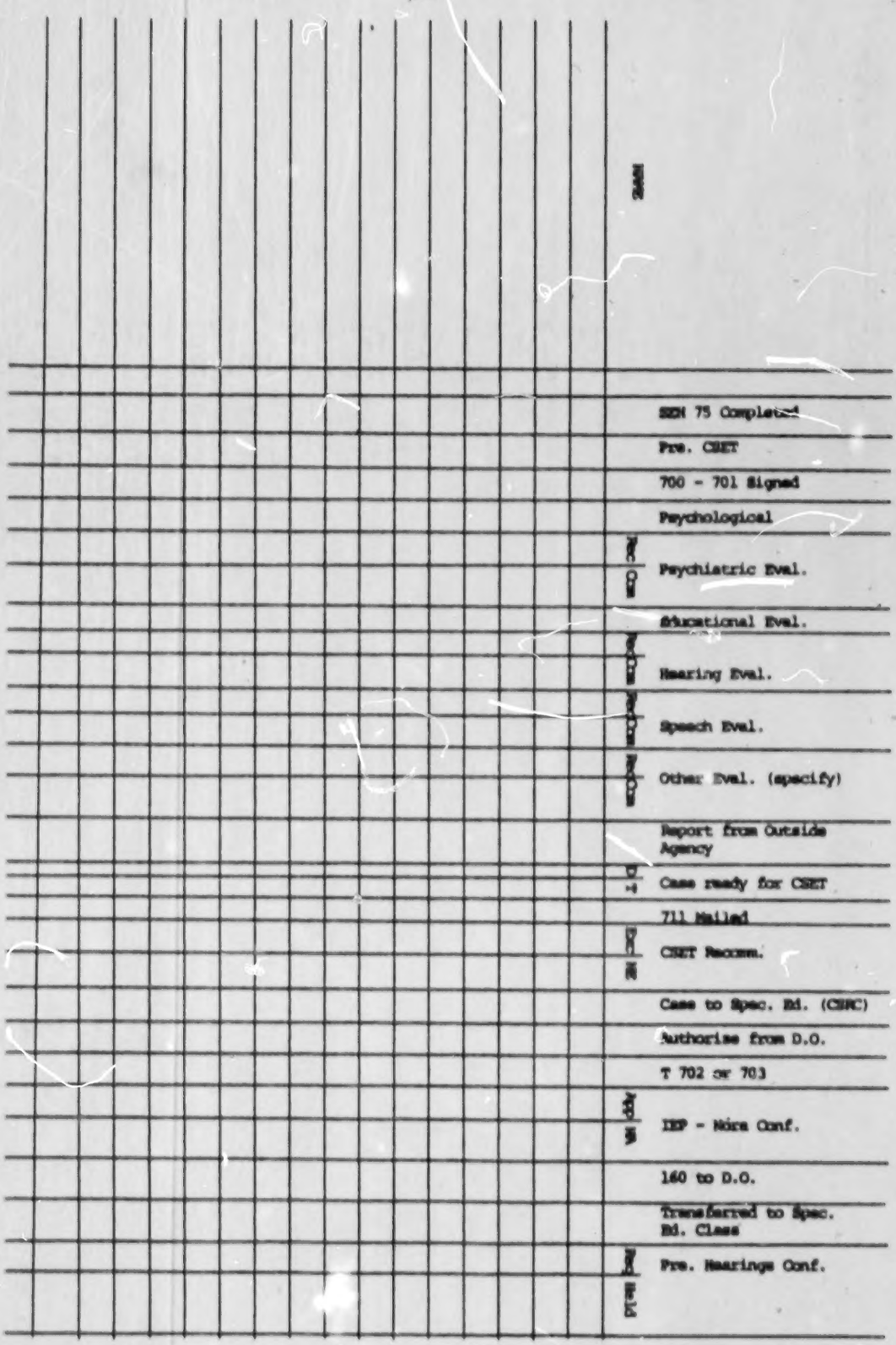
( ) I wish this student's hearing to be open to the public.

( ) I wish this student's hearing to be closed and private.

Date _____ Signature of Student, Parent/Guardian or Surrogate Parent _____

Date _____ Signature of Parent/Guardian _____

NOTE: Unless you indicate otherwise, the hearing will be a closed hearing.



Monitoring Form

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: All School Principals — FILE NO.: 340

FROM — NAME AND OFFICE: Wm L. Hillery, Executive Director of Special Education — DATE: December 16, 1977 — TELEPHONE: -7733

SUBJECT: Establishment of School-Based Child Study Evaluation Teams

Please distribute the additional copies of this letter and enclosures to your Teachers of Mentally Retarded Pupils (EE, TMR, SPI and RESOURCE ROOM) and to your Counselor(s) and Nurse(s).

You may anticipate support in this activity from the Division of Special Education in the form of staff development, direct assistance in your school and the provision of resource materials. This assistance will be initiated immediately through the Division of Special Education and your District Office.

Encl.
WLH:el

LESLIE PINCKNEY HILL ELEMENTARY SCHOOL

HOME AND SCHOOL ASSOCIATION

January 6, 1978

L. P. Hill School Faculty vs The Voices of Victory

In a Basketball Game

L. P. Hill School Basketball Team:

Mrs. Laura Povilaitis
Miss Robin Reaves
Miss Patricia Flynn
Mr. Jerry Clark
Miss Cathy Marshall
Mrs. Lillian Sudler
Mr. Barry Talasnik
Mr. Craig Johnson
Mr. Rufus Chisholm

WHEN: Tuesday, January 6, 1978

WHERE: Strawberry Mansion Gym

TIME: 3:00 P.M.

DONATION: 25¢

Tickets will be sold in the Lobby on Tuesday afternoon. There will be no tickets sold at the door on the day of the game.

Everyone is invited to attend. Come and bring a friend.

Benefit: Dr. Martin Luther King Scholarship Fund.

Reminder: 1st, 2nd and 3rd Graders must have an escort. If accompanied by an adult, THE students will be able to attend. Bus service will not be provided after the basketball game.

Katherine C. Jackson
Principal

Mrs. Laura Rodgers
President

COME OUT AND SUPPORT YOUR TEAM - LET'S WIN!!!!!!!

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE
Mrs. Katherine Jackson, Principal
L. P. Hill School

DATE
January 9, 1978

FROM — NAME AND OFFICE
Nellie Roulhac, Supervisor
Special Education, District Four

READER'S TELEPHONE
Ce 5-0296

SUBJECT
S.P.I. Pupils

This is to confirm our telephone conversation of January 3 concerning A[redacted], B[redacted], and C[redacted]. I am deeply concerned to learn that the parents of W[redacted] and C[redacted] had kept their children at home. As I suggested on the telephone, a letter should be sent to each parent. It seems important to review conferences which have been held and other efforts which have been made to help the parents overcome their dissatisfactions with the S.P.I. class as well as other services.

As far as C[redacted] B[redacted] is concerned, I think that it is advisable also to send a letter to Mrs. B[redacted]. Since C[redacted] is not in attendance, we should have documentation of the "appropriate" placement which has been offered. Please let me know if I may be of any further service in the matter.

January 11, 1978

Mrs. [redacted]
[redacted]
Philadelphia, Pennsylvania

Dear Mrs. [redacted]

I am very much concerned that after the conference held last week (January 4th) at your request with our Special Education Personnel, Counselor, and an additional parent (whose presence you requested) and agreeing that you would send [redacted] to school, you called back to say that you would continue to keep him out of school.

A great deal of time and effort was expended in preparation for the S.P.I. Class to meet the needs of your son and other children with similar needs. After our developing the Individualized Program, together, we looked forward to [redacted] progressing. Our teacher kept in close contact with you and everyone tried to make [redacted] new experience in the public school a successful one.

[redacted] teacher reports that he has made progress which she hoped to discuss with you. An opportunity for you to observe the class in action and to share in a Christmas Party for the children was planned and offered. Instead, [redacted] has been kept at home and for some unknown reason you did not come nor even contact the school or the teacher. In addition I understood that you cancelled bus transportation.

When your letter was received, a meeting was scheduled (January 4th) to hear your concerns, answer questions and explain the program after which Mr. Wells, our counselor, took you to see the classroom changes. [redacted] teacher took time from her lunch period to show you the additional equipment and materials which had come for the class. Before leaving we discussed the fact that [redacted] uninterrupted participation in the program over a period of time was extremely important. You agreed to send [redacted] back to school on a regular basis so that continued progress could be made.

When you called in the afternoon saying you had changed your mind after discussing it with your husband, I again offered an opportunity for you and your husband to meet with us to discuss your concerns on Friday, January 6th. You agreed to call and confirm the appointment. When we had not heard from you by Thursday afternoon, we called you only to be told you weren't planning to come.

I am again expressing my concern and ask that you let us know your intentions in this matter.

[redacted] poor attendance is slowing down his progress.

Looking forward to your reply, I am,

Sincerely yours

Katherine C. Jackson, Principal

OFFICE OF THE DISTRICT SUPERINTENDENT
District Four
Leslie Pinckney Hill School
32nd and Ridge Avenue
Phila., Pa. 19132

TO: Principal, L P Hill School

FROM: Israel Zeitlin, Administrative Assistant

SUBJECT: Psychologists' Schedules

During the week of January 17, 1978, psychological service for your school will be provided as follows:

Day(s)	Psychologist
1/17 - Tuesday	Mrs. Lillian Branham
18 - Wednesday	" " "
19 - Thursday	" " "
20 - Friday	" " "

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center - 1st Floor
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

MICHAEL P. MARCASE
Superintendent of Schools

WIN L. TILLERY
Executive Director

Telephone: 299-7733, 7734

January 27, 1978

TO: Elementary School Principals

RE: Administrative Assistants - Personnel Development

Dear Colleagues:

Individualized Education Program orientation meetings have been held for most personnel involved with I.E.P. conferences. Administrative Assistants in the elementary schools have not received this formal orientation.

Since Administrative Assistants are frequently called upon to assist in planning for Special Education programs, the I.E.P. Project is planning personnel development for them on February 15th and 26th, 1978.

Enclosed is a flyer for your Administrative Assistants and one for posting. If you have an Administrative Assistant in your school, please encourage him/her to participate in these workshops.

We appreciate your cooperation and, if you have any further questions, please call the I.E.P. Office (telephone 627-8414) and ask for Ms. JoAnn Manning, Supervisor, I.E.P. Project.

Bernard F. Rafferty
Associate Superintendent
External Operations

Win L. Tillery
Executive Director
Special Education

Charles A. Highsmith
Deputy Superintendent
Field Operations

Enclosure
CAH/BFR/WLT:jk

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Mrs. Nellie Roublac, Supervisor Special Education - District Four	FILE NO.
		DATE 2/2/78
FROM	NAME AND OFFICE Katherine C. Jackson, Principal	SENDER'S TELEPHONE
SUBJECT	Special Education Report	

Lealie P. Hill School

Total E.M.R.	26	
Total T.M.R.	52	
	78	
Total I.E.P's with parents		64
Total I.E.P.'s without parents		20

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE: Mrs. Katherine Jackson	FILE NO.: 208
FROM	NAME AND OFFICE: Dr. Rita C. Altman, Director	DATE: 2-3-78
		SENDER'S TELEPHONE: 923-9650
SUBJECT	RAPS Seminar of February 2, 1978	

1. Enclosed are the materials distributed at the Seminar.

* 2. Please be sure to read the Special Education materials in preparation of our seminar on February 16, 1978, in Room 502A, at 1:30 p.m.

3. The Labor Relations materials concern inadequate teachers and the observation process affecting same. You may wish to contact one of our colleagues to get his or her notes from my presentation which addressed itself to the observation process of teaching in general.

C
enclosure

THE SCHOOL DISTRICT OF PHILADELPHIA

DIVISION OF SPECIAL EDUCATION

TO: All Administrative Assistants

RE: Special Education Workshops

DATES: Wednesday, February 15, 1978 - Thursday, February 16, 1978

TIME: 4:00 - 6:00 p.m.

TOPICS:

Wednesday	Thursday
1. Public Law 94-142	1. Procedural Safeguards
2. Individualized Education Program	2. Multi-Disciplinary Team

LOCATION: Stevens Administrative Center, 13th and Spring Garden Streets, Conference Room (Basement - B-1)

These workshops are being presented by the I.E.P. Program, Division of Special Education, to assist Administrative Assistants in the areas of Public Law 94-142, Procedural Safeguards, Multi-Disciplinary Teaming and IEP's.

Attendance is voluntary. Participants will be paid at the staff development rate of pay ($10.83 per hour).

Further information may be obtained by contacting the I.E.P. Office - 627-8414.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
DIVISION OF SPECIAL EDUCATION
Stevens Administrative Center - 1st Floor
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

MICHAEL P. MARCASE
Superintendent of Schools

Telephone: 299-7733, 7734

WIN L. TILLERY
Executive Director

March 8, 1978

TO: DISTRICT SUPERINTENDENTS
PRINCIPALS OF SCHOOLS WITH MENTALLY RETARDED CLASSES
TEACHERS OF MENTALLY RETARDED STUDENTS
SUPPORT PERSONNEL SERVING MENTALLY RETARDED CLASSES

This letter is being sent to you as a follow-up to the relay from my office on 3/8/78 announcing the sudden cancellation of Multidisciplinary Staff Development for teachers of Mentally Retarded students on March 10, 1978.

As you are aware, this mandated program of staff development is an outcome of the School District's continuing involvement in U.S. District Court proceedings. At the time this program was planned permission was granted by the Commonwealth Department of Education to suspend classes for mentally retarded students for the three day period involved. Since that time, however, the inclement winter weather has eroded away the extra days above the State-mandated minimum for all students. If classes for our mentally retarded students were suspended Friday March 10, this minimum would not be met.

We are seeking alternative means of providing the final day of staff development and as soon as arrangements can be made you will be notified. I might add that participant evaluations received during the initial two days of staff development are being reviewed toward providing an even more effective learning experience in subsequent programs.

I appreciate your understanding and continued support in this matter and apologize for the interruption in your program this event may have caused. Please distribute this information to your staff and teachers.

Bernard F. Rafferty
Assoc. Supt., External Operations

Win L. Tillery
Executive Director

Charles A. Highsmith
Deputy Supt., Field Operations

1000
5/13/75

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF PERSONNEL AND LABOR RELATIONS
21ST AND RACE STREETS
Philadelphia, Pa. 19103

MICHAEL P. MARCASE
Superintendent

MURRAY BOOKBINDER
Executive Director of Personnel
and Labor Relations

Telephone (215) 299-7877
File No. 441
299-7739

March 28, 1978

To: Principals of Schools with Handicapped Pupils

From: Murray Bookbinder

Subject: Staff Development for Bus Attendants and Bus Drivers

We will again conduct staff development sessions for bus drivers and bus attendants who handle handicapped pupils. These sessions are designed to give participants a better understanding of the needs of the pupils they serve and the problems they face daily.

Five identical sessions will be held in various sections of the city to give participants as little traveling time as possible. A list is enclosed showing the day that bus attendants are to attend from your school. Each person is to attend only one of the five sessions. Bus attendants will be paid $2.00 per hour for time spent at the sessions, which will be included as a plus adjustment in one of their paychecks following the sessions. Mrs. Dutcher, the coordinator of the program, will prepare the necessary forms to take care of this.

We are asking principals to be responsible for notifying their own bus attendants. Bus drivers are being notified by the Transportation Office. Please give each bus attendant one of the enclosed letters and attached program, plus the schedule of dates.

Since lunchroom facilities are not available for the participants at any of the schools where the programs take place, participants will be dismissed at 12:30 P.M. to enable them to get lunch before returning to their schools for the afternoon bus trip.

While attendance is voluntary, we hope you will encourage your bus attendants to attend these informative sessions.

Questions may be directed to Mrs. Helen Dutcher, Technical Assistant, on the above listed telephone numbers.

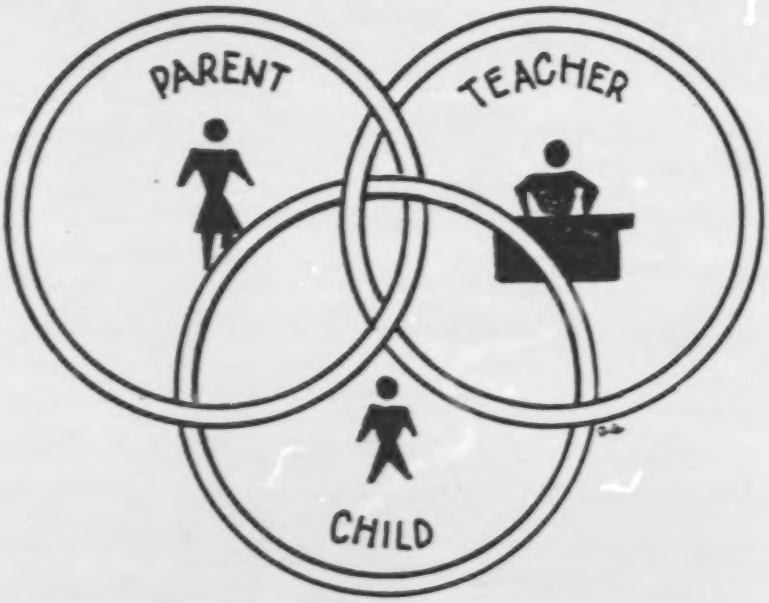
Charles A. Highsmith
Deputy Superintendent
for Field Operations

Enclosures

Creative Resource Room Workshop

Parent Partnership Program

"Parents Are Teachers, Too"



Sponsored by
The School District of Philadelphia
Division of Special Education
Dr. Michael P. Marcase, Superintendent of Schools
Dr. Bernard T. Rafferty, Associate Superintendent, External Operations
In cooperation with
The Pennsylvania Area Learning Resource Center

INTRODUCTION TO RESOURCE ROOM

A Resource Room is a teaching/learning environment where children with special educational needs are instructed for a limited period of the school day. Resource-Room referral differs from special class placement in that the child spends a portion of the school day in his classroom and works in the Resource Room only on a part-time basis. For pupils, the Resource Room Program seeks to improve learning behavior and other behaviors associated with learning through the use of diagnostic-prescriptive teaching procedures. Support is provided to regular class teachers through the development of strategies which may be utilized for instructional purposes on an individual or small group basis in a regular class setting. These strategies would evolve from both diagnostic evaluation and a period of carefully structured and monitored diagnostic-prescriptive lessons in the Resource Room. While the curriculum content is seen to focus on developmental aspects in reading and arithmetic, the concern of the program encompasses all aspects of the educational, emotional, and social development of the child. Currently, there are 36 Resource Room Programs in the School District of Philadelphia, serving some 1400 students in grades k-12.

On behalf of all the Resource Room teachers and classroom aides, we want to welcome all members of the school community to this workshop. We sincerely believe that the demonstrations and presentations that you will experience today will be of lasting importance to you.

ACKNOWLEDGEMENTS

The staff of the Special Education Resource Room Program, School District of Philadelphia, wishes to acknowledge the invaluable assistance and cooperation of the following individuals and organizations which enabled this workshop to occur. The Pennsylvania Area Learning Resource Center, Dr. Paul Goode, Director, provided critically needed technical assistance in terms of workshop planning, particularly designed for parents. In addition, their assistance in terms of printing and securing materials for dissemination added greatly to the quality of this workshop. The management of Strawbridge and Clothier has been especially cooperative, generous, and helpful in providing their facilities and staff necessary for the program. Many local businesses have generously contributed souvenirs and prizes for our guests. We offer special appreciation to Mr. David Greenberg of the Lehigh School for donating his tremendous art talent in producing the promotional materials. Finally, we thank the Resource Room teachers, classroom aides, and their building principals from all over the city for their beautiful cooperation and outstanding contributions. Due to the support of all of these fine people, the preparation for this workshop has been a labor of inspirational value. We only hope that the results are worth of the value of these contributions.

Dr. Winifred Hillery
Acting Executive Director
Division of Special Education

Naomi Boyer
Instructional Advisor
Resource Room Program

Stanford Brand
Coordinator
Resource Room Program

William [illegible]
Instructional Advisor
Resource Room Program

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Dr. Lafayette S. Powell — FILE NO.: 340

FROM — NAME AND OFFICE: Carol Just, OTR — DATE: 3/31/78 — TELEPHONE:

SUBJECT: [redacted]

Therapist completed home visit 3/29/78. Therapist measured child's head for protective helmet. Accurate medical services carries this helmet for $12.oo. The size needed is 12¾. Do you give permission for this therapist to place helmet order by phone? How do we go about payment?

Therapist has removed chair from home for more alterations. Will be returned to home by 4/4/78. Transfer of child to Leidy School - S.E.I. class in progress.

CJ:lo
cc: Katherine Jackson, Principal
Nellie Roublac, Supervisor
Dr. Michael Steinberg

THE SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL COMMUNITY COORDINATOR - MONTHLY REPORT
SCC-3 6/77

NAME OF COORDINATOR	MONTH
GLORIA G. TURNER	APRIL
SCHOOL	DISTRICT
L. P. Hill	4
Home Visits Completed: 81	
Other Adult Conferences (Telephone, or in person)	
Community meetings attended as designated representative of school: 1	
Cluster meetings initiated: 1	
Services rendered to Students in school: 44	
Indicate programs of special interest, special activities you have conducted, areas of concern, special needs –	

CLUSTER MEETINGS

SITE	DATE
L. P. Hill School	4/4/78
TOPIC	ATTENDANCE
Special Ed. Parents Role	5

	Cases Completed	Cases Pending
Attendance	2	0
Behavior	5	4
Health	5	4
Basic Skills	4	2
Other	1	0
Totals	17	10

REMARKS:

NO. DAYS ABSENT: 6

Catherine C. Jackson
principal's signature

April 12, 1973

Dear Mr. Highsmith:

Since the Leslie P. Hill Elementary School has a full time nurse this year, a request was made for installation of a private telephone. and a change of location for the house phone.

Communication is vital because of the large number of students served (both regular and handicapped).

Can you assist us with expediting this matter? Your consideration would be gratefully appreciated.

Sincerely Yours,

Katherine C. Jackson

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Teachers Involved in the Institute on Emotional Disturbance	FILE NO. 340
FROM	NAME AND OFFICE Wm L. Tillery and John C. Abbott	DATE April 27, 1978
		DIRECTIVE TELEPHONE 7431, 2, 3
SUBJECT	Follow-up Staff Development From the Summer Institute	

We plan to have several staff development sessions between now and the end of the year and need your assistance in completing these plans. We are suggesting that at least one Saturday session be planned with additional after-school sessions to facilitate small group interactions.

Payment for attendance at these sessions would be at the regular scheduled staff development rate. We are asking you to call 299-7431, 32 or 33 as soon as possible to indicate your interest in participating in this project. Specific dates will be planned in conjunction with you and announced at a later date.

Thank you for your cooperation in this matter.

JCA/b

cc - Principals of Schools
District Superintendents

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

ART GOES TO SCHOOL SCHEDULES
FOR TROUPERS

School: J. P. Hill

Address: 32nd Street and Ridge Avenue

Principal: Mrs. Katherine C. Jackson

Telephone Number: PO 5-1586

DAY & TIME	GRADE	ROOM	TEACHER	VOLUNTEER
TUESDAY, MAY 2, 1978				
9:30 - 10:15 a.m.	K	107, 108	Ms. Salice, Matheos	Niki Tovin
9:30 - 10:15 a.m.	1,2	106, 102	Ms. Wamack, Crossan	Harriet Rubin
9:30 - 10:15 a.m.	1,2	203, 102	Ms. Mosko, Crossan	Carol Snow
10:30 - 11:15 a.m.	3	201	Ms. Hackney	Niki Tovin
10:30 - 11:15 a.m.	1	306 (103)	Ms. Shockley	Harriet Rubin
10:30 - 11:15 a.m.	3	313	Ms. Weiss	Carol Snow
11:15 - 12:00 Noon	4	315	Ms. Walker	Niki Tovin
11:15 - 12:00 Noon	4,5	306 (310)	Ms. Green	Harriet Rubin
11:15 - 12:00 Noon	4	410	Ms. Zygmond-Fair	Carol Snow
1:00 - 1:45 p.m.	2, EMR	309, 101	Ms. Drummond, Bryant	Niki Tovin
1:00 - 1:45 p.m.	3, EMR	303, 101	Ms. Parker, "	Harriet Rubin
1:00 - 1:45 p.m.	2,3	301	Ms. Jennings	Carol Snow
TUESDAY, MAY 9, 1978				
9:30 - 10:15 a.m.	5	304	Ms. Wilson (Cooley)	Niki Tovin
9:30 - 10:15 a.m.	4	307	Ms. Brown	Harriet Rubin
9:[illegible] - 10:[illegible] a.m.	EMR	306 (403)	Ms. Curenton	Carol Snow
10:30 - 11:15 a.m.	7	400	Ms. Miller	Niki Tovin
10:30 - 11:15 a.m.	7	402	Ms. Plummer	Harriet Rubin
10:30 - 11:15 a.m.	7	404	Mr. Andrews	Carol Snow
11:15 - 12 Noon	5,6	413	Ms. Pinkett	Niki Tovin
11:15 - 12 Noon	6	406	Ms. Peterson	Harriet Rubin
11:15 - 12 Noon	6,7	414	Mr. Clark	Carol Snow
1:00 - 1:45 p.m.	2	312	Ms. Parker	Niki Tovin
1:00 - 1:45 p.m.	5	415	Ms. Aronow	Harriet Rubin
1:[illegible] - 2:[illegible] p.m.	6	306 (412)	Ms. Bay	Carol Snow

4/25/78
C

SCHOOL DISTRICT OF PHILADELPHIA — DIVISION OF SPECIAL EDUCATION

CHILD STUDY EVALUATION TEAM CUMULATIVE SUMMARY WORKSHEET

STUDENT [redacted] ADDRESS [redacted] PHONE [redacted] D.O.B. 9/24/72

GRADE/PLACEMENT/PROGRAM SPE. SCHOOL L.P. Hill DISTRICT 46 PARENTS' NAMES [redacted]

DATE: REVIEW DUE _____ T700/T701 SENT TO PARENTS _____ T711 SENT TO PARENTS _____ TEAM MEETING HELD _____ TEAM MEETING REPORT SENT TO PARENTS _____

MULTIDISCIPLINARY TEAM MEMBERS	NAME	DATE OF OBSERVATION/ ASSESSMENT	DATE INFORMATION SUMMARIZED	DATE REPORT IN FILE
PRINCIPAL	Katherine L. Jackson	5/4/78		
SCHOOL COUNSELOR	Arthur Wilson	5/4/78		
SCHOOL NURSE				
SCHOOL PSYCHOLOGIST	Lillie Brooks	5/4/78		
EDUCATIONAL DIAGNOSTICIAN				
TEACHER(S)	Ada Boyce	4/12		
	J. Colman	4/14		
SOCIAL WORKER				
SPEECH/LANGUAGE/HEARING CLINICIAN	Joan B Carson			5/78
PHYSICAL/OCCUPATIONAL THERAPIST				
PHYSICIAN(S)				
PSYCHIATRIST				
VISION TEACHER				
PARENT(S)				
OTHERS				

T710 CSET CUMULATIVE SUMMARY WORKSHEET (2/78)

STUDENT [redacted] MEETING _____

2 COMMENTS AND/OR DISSENTING OPINIONS:

CHILD STUDY EVALUATION TEAM

This is to certify that this report reflects the conclusions of the Child Study ation Team on the above student's needs for special education programs and services t for dissenting opinions noted.

NAME	POSITION
Katherine C. Watson	Principal
Christine J. Welch	School Counselor
	School Nurse
Lillian Graham	School Psychologist
Elsa E. Burke	Educational Diagnostician and/or Teacher
[redacted]	Parent(s)
Rae R. Camm	Speech Therapist

Page _ of _

12 (2/78) TEAM MEETING REPORT

SCHOOL DISTRICT OF PHILADELPHIA

CHILD STUDY EVALUATION TEAM

TEAM MEETING REPORT

REVISED - March 16, 1978

STUDENT _____ D.O.B. 2-24-[redacted] PRESENT GRADE/PLACEMENT/PROG. SPE

PARENTS' NAMES [redacted] ADDRESS [redacted]

SCHOOL L P Hill School DISTRICT 4 DATE OF MEETING 5/4/78

The above student has been evaluated by a multidisciplinary team for the purpose of determining an appropriate educational program. This report summarizes the findings of the CHILD STUDY EVALUATION TEAM, as determined in a joint meeting. Signatures of team members appear below. This report reflects the team's conclusions about the student's strengths and weaknesses, recommended goals, and general recommendations regarding the student's needs and eligibility for special education programs and services.

CURRENT LEVELS OF DEVELOPMENTAL AND EDUCATIONAL FUNCTIONING STRENGTHS AND WEAKNESSES	RECOMMENDED LONG AND SHORT TERM GOALS	RECOMMENDED PROGRAMS AND/OR SERVICES
Academic Functioning (1) Pre-academic functioning as documented (2) Stays and refrains from inappropriate behavior for 30 seconds upon request. (3) ~~Imitating~~ skills and establishing eye contact. Communication Reception (1) Does not consistently respond to auditory stimuli (2) Handles objects and puts them in his mouth.	Positive reinforcement for immediate response to request, further develop learning behaviors, imitation skills & eye contact. (1) Child will respond to sounds by looking and proper direction. Imitate fine motor movement (A) Clapping (b) hitting table	Continuation of present SPE Class placement. Continuation of speech therapy.

STUDENT [redacted] DATE OF MEETING _____

ASSESSMENT AREAS - STRENGTHS AND WEAKNESSES	PRESENT LEVELS OF EDUCATIONAL FUNCTIONING	RECOMMENDATIONS FOR PROGRAMS AND SERVICES
Perceptual Motor (1) Eye hand Coordination to Gross	Increase fine motor skills development by bead strings	
(2. Auditory development is displayed by turning to stimuli and enjoyment with musical instruments	Improve balance using balance board	
(3) Can climb on play equipment and pedal Tricycle	Use large bright objects to hold visual attention for extended periods of time.	
(4) Shuffles feet along ground when running + walking but is capable of lifting feet for these activities.		
Self Care 1) Can feed self with some assistance		
2) Toilet trained but does not go to the bathroom independently.	Introduce basic hygiene.	
3. Can wipe nose and mouth.	Buttoning and putting on pants program.	
4) Can undress and start to help dress on own	Toothpaste during tooth brush.	
5) Independently mobile 6 Literate		

Page _ of _

STUDENT _____ DATE OF MEETING _____

ASSESSMENT AREAS - STRENGTHS AND WEAKNESSES	PRESENT LEVELS OF EDUCATIONAL FUNCTIONING	RECOMMENDATIONS FOR PROGRAMS AND SERVICES
Expressive Few vocalizations (Lungs)	1) Imitate vocalizations 2) Imitate words pounds.	
Cognitive 1) Functioning at a higher level generally than level assessed by Psychologist 2) Functioning at Pre-operational stage of development.	1) Develop communicative skills Slower IQ=29 MA=1.5	Psy Educ Report Neurological Screening Requested.
Social Emotional (1) Does respond to faint Nonverbal eye contact (2) Is transferring information from one situation to another. (3) Beginning to seek affection (4) Resists when thinking rules and does as Continuing (5) Aware of self v others (6) Self stimulatory, engages environmental stimulation.	Extinguish inappropriate behaviors by Consistent systems and firmness. Eliminate self stimulatory behaviors.	

Page _ of _

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Mrs. Jeannette Brauer Mr. Richard Lawrence	FILE NO. 348
FROM	NAME AND OFFICE Katherine C. Jackson, Principal	DATE May 8, 1978 NUMBER'S TELEPHONE PO6-1686 or 1814
SUBJECT		

As a follow up to our concern for [redacted], identified as an emotionally disturbed child in a Special Education class, a meeting of the child Study Evaluation Team was convened Friday, May 5, 1978. The recommendation of the team is for residential placement as was formerly recommended by Dr. Patricia A. Crowther, Psychiatric Consultant.

Any assistance you can give us in this matter would be appreciated.

RECEIVED
SUPT. DIST. #4 MAY 8 1978

YOU ARE CORDIALLY INVITED

TO A

SPRING PRESENTATION

PREPARED BY

SEVEN OF THE SPECIAL EDUCATION CLASSES

AT THE

L.P. HILL SCHOOL

WEDNESDAY, MAY 24, 1978

10:15 A. M.

IN THE

STRAWBERRY MANSION AUDITORIUM

32nd and RIDGE AVENUE

PHILADELPHIA, PENNSYLVANIA

KATHERINE JACKSON, PRINCIPAL
IDA D. DARK, MUSIC TEACHER

ltr. sent
5/10/78

May 12, 1978

Mrs. Doris Wilson
Office of School Volunteers
Administration Building
21st and the Parkway
Philadelphia, Pennsylvania

Dear Doris:

Enclosed is a copy of the schedule we prepared for the volunteers in the Art Goes to School Program. In the two days we were allotted, all classes except some of our Special Education Classes were scheduled. To meet this additional need, two of the ladies volunteered to return on Monday, May 22nd, for which I am especially grateful.

I appreciate your thinking of us when scheudling this very worthwhile program and hope you will keep us in mind for future offerings.

Please express my gratitude to the ladies who did a very fine job in coming to a strange situation and relating so well to our stuents and staff.

Sincerely,

Katherine C. Jackson
Principal

wb

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Ms. Nellie Roulhac Special Education Supervisor	FILE NO.
FROM	NAME AND OFFICE Mrs. Katherine C. Jackson Principal - Hill Elementary School	DATE May 16, 1978 TELEPHONE PO 5-1814
SUBJECT		

This is to share with you our problem of duplicating copies of reports written as a result of child study evaluation team staffings. With a case load of at least 100 children and several sheets of paper per case, I do not have the duplicating capability the job requires. At present we do not have enough paper to meet the demand. Since we have been asked not to use the District Office Xerox machine, what help can you give us or suggest (other than the use of carbon paper) that will realistically solve the problem?

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Mrs. [redacted], Teacher

FILE NO.

DATE: May 25, 1978

FROM — NAME AND OFFICE: Mrs. Katherine C. Jackson, Principal

TELEPHONE: PO 5-1814

SUBJECT: Report Card Distribution

Recently I received a number of complaints from parents of special education children that no report cards were sent for the last report card period. As you know, it is the teacher's responsibility to mark and distribute cards at the designated times set by the school system.

Since we went to great lengths to supply you with some type of report card for the first report period, I do not understand why the children did not receive them this time.

Please remember that it is against the law to deprive special education children of the of the services given to regular class children.

Please update your cards and be certain they are distributed at the end of this school year.

Thank you.

kb

LESLIE P. HILL PUBLIC SCHOOL

THIRTY-SECOND STREET AND RIDGE AVENUE

PHILADELPHIA, PA. 19129

May 25, 1978

Mrs. Jeanette Brewer
District #4 Superintendent
L.P. Hill School
32nd and Ridge Avenue
Philadelphia, Pennsylvania

Dear Mrs. Brewer:

I am concerned that the following personnel working at Hill School have been omitted from our teacher allotment for 1978-79:

- Resource Room Teacher
- Prep Time Teacher for Special Education Classes
- Home Economics Teacher (State or Federal Funds)

Will these teachers be reassigned from Special Education funds to meet the needs of our handicapped students?

In addition, the Administrative Assistant is scheduled to be eliminated and the N.T.A. position is in question. These two positions are crucial to the operation and security at L.P. Hill.

Your favorable consideration in each of these instances would be appreciated.

Sincerely,

Katherine C. Jackson

Katherine C. Jackson
Principal

/mb

ltr sent 6/5/78

Ms. [redacted]
Kgn. Teacher

May 26, 1978

Mrs. Katherine C. Jackson
Principal

Katherine C. Jackson PO 5-1814

It has come to my attention that you were notified in writing about a month ago, and verbally several times since then by Mr. Melles, our Counselor, regarding the scheduled testing for kindergarten children. (See attached letter) District Office is now ready to proceed but to date you have not implemented the necessary preparation. It must be understood that this testing is mandatory and cannot be ignored.

Please give this your immediate attention and priority over everything else you are doing.

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING

August 29, 1978

AGENDA

	9:00 - 9:30	PASA	W. Bayne
*	9:30 -11:30	Staff Development Special Education Update	Staff of the Special Education Division
	11:30 - 1:00	Lunch	
	1:00 - 3:00	Review of Field Operations Procedures Manual	M. Frankman and Staff

This review will be conducted in small groups as follows:

Bethune	Frankford High	Barton
Birney	Olney Senior High	Creighton
Bridesburg	Cooke Jr. High	Edmunds
Carnell	Harding Jr. High	Lowell
Cramp	AMY, District 7	Morrison
Ellwood	Penna. Advancement	Olney Elementary
Feltonville	Hopkinson	Finletter
Franklin	FYDDTC	Sheridan
Howe	Olney-Wyoming	Smedley
Lawton	School For All Ages	Sullivan
McClure		Stearne
Marshall		Taylor
		Webster
		Ziegler

LOCAL TASK FORCE

ON

RIGHT TO EDUCATION I.U. #26

February 5, 1979

Dear Parents:

The Philadelphia Local Task Force on Right to Education was formed to help to insure that all mentally retarded children receive the best possible education. You can help us to determine this by answering the questions on this form and returning it to:

The Local Task Force on Right to Education
Visitation Sub-Committee
11867 Sewell Road
Philadelphia, Pa. 19116

Remember we are counting on your reply to help your child.

If you have any questions please contact us at the Hot Line 925-3917.

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING

February 14, 1979

AGENDA

8:30 - 9:00	PASA	Q. Robinson
9:00 - 9:45	Administrative Items Special Education Reading	H. R. Amos
9:45 - 10:00	Coffee Break	
10:00 - 11:00	Visually Related Learning Handicaps -- Detection, Diagnosis, Remediation	Professional Staff, Eye Institute of the Penna. College of Optometry
11:00 - 11:30	Drug Prevention Education	J. D. O'[illegible]zio

---

Welcome back to:

Bob Bradley, Principal
Henry Kates, Principal, Morrison School
Jerry Goldberg, Psychologist
Walt Lubar, Art Supervisor
Eleanor Serinsky, Library Supervisor

Best wishes to:

Jean Shevlin on her retirement

Get well wishes to:

Reeda Kravinsky

Thank you to:

Katherine Jackson for an excellent job as auxiliary principal at Morrison School this past school term.

Larry Colvin for his fine job as auxiliary principal in closing PYDDTC.

SPECIAL EDUCATION AWARENESS AND
SENSITIVITY TRAINING FOR
SCHOOL ADMINISTRATORS
AND
SUPERVISORY STAFF

DISTRICT SEVEN
MARCH 21, 1979

A G E N D A

1) Welcome ..... Dr. Howard R. Amos
Superintendent
District Seven

2) Overview of the Proposed Staff
Training Program ..... Dr. Rita C. Altman
- Purpose of the Training
- Description of the Program
April - June 1979 - Phase I
September '79-June 1980 - Phase II
- Description of Today's Training Session

3) Presentation of Video Tape:
"Insight to Awareness" ..... Mrs. Nina Eberman
- Post Viewing discussion
- Questions and answers

BREAK

4) Interaction via Small Group Discussion
Group 1: Mr. Quintin Robinson*
Mrs. Janet Hogan*
Elementary School Administrators and Supervisors

Group 2: Dr. Judy Featherman*
Mr. Karl Grossman*
Elementary School Administrators and Supervisors

Group 3: Mrs. JoAnn Manning*
Mr. Joseph Kraner*
Elementary School Administrators and Supervisors

Group 4: Dr. Martin Cohen*
Dr. Lynn Byer*
Junior High/Middle School Administrators and Supervisors

Group 5: Dr. Rita C. Altman*
Ms. Joan Miller*
Senior High/Technical High School
Administrators and Supervisors

*Discussion group leaders

5) Interaction via Large Group Discussion and Review

6) Adjournment

K. C. JACKSON

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING

April 4, 1979

AGENDA

8:30 - 9:00	PASA	Q. Robinson
9:00 - 9:20	Administrative Items	H. R. Amos
*9:20 - 9:35	Special Education Update	J. Manning M. Moses
9:35 - 10:25	Psychiatric Consultant Services	P. Crowther
10:25 - 10:30	Instructional Materials	Mr. Heinz-Lang
10:30 - 10:45	Coffee Break	
10:45 - 11:45	District 7 Principals' Professional Study Groups	E. Wholey

---

Welcome to:

Mr. Charles Houston, appointed Acting Physical Education Supervisor, District 7

Congratulations to:

Mr. Tom Jacoby, appointed Acting Assistant Director, Division of Physical and Health Education

Speedy Recovery to:

Reeda Kravinsky

Morris Roskin

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING

May 2, 1979

AGENDA

8:30 - 9:00	PASA	Q. Robinson
9:00 - 9:30	Administrative Items	H. R. Amos
9:30 - 9:45	Labor Relations	R. Yampolsky
9:45 - 10:30	District Seven Reading Plan 1979-80	B. Levin R. Kravinsky
10:30 - 10:45	Coffee Break	
* 10:45 - 11:30	Special Education Group Meetings	M. Moses S. Douse L. Goldstein

---

We extend sympathy to:

Mr. James Martin on the loss of his father.
Dr. Carol Wacker on the loss of her father.
Mrs. Katherine Jackson on the loss of her mother-in-law.

Our congratulations to:

Mrs. Frances Mitchell, EMR teacher, Webster School, recipient of the Rose Lindenbaum Award.

Recipients of District Seven Mini Grants:

Mrs. Judith Zalkind, Barton School
Ms. Carolyn Smith, Cramp Child Care Center, Cramp School
Ms. Faith Silver, Creighton School
Ms. Irene Overton, Olney High School
Mr. Robert William Cote, Olney High School

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING

May 16, 1979

AGENDA

12:30 - 1:00	PASA	Q. Robinson
1:00 - 1:30	Administrative Items	H. R. Amos
1:30 - 1:45	Coffee Break	
1:45 - 2:15	Education for Parenthood	N. Newberg
*2:15 - 2:30	Special Education	J. Manning M. Moses
2:30 - 3:15	Report on City-Wide Mental Health Committee	B. Hershenberg

Mental Health

Staff Development for Special Education

SED Teachers	June 2	
LD Resource Room	June 9	9-12 Noon Home
EMR-TMR-SPI	June 16	Comp. $10.83 per hr.

CEC Banquet

DISTRICT SEVEN
OFFICE OF THE DISTRICT SUPERINTENDENT

STAFF MEETING
Wednesday, August 29, 1979

AGENDA

9:00 - 10:00	Areas of Emphasis in District Seven for 1979-80	H. R. Amos
10:00 - 10:30	Multi-Ethnic Resources	Mrs. Baxter
*10:30 - 11:45	District Seven Special Education Items for 1979-80	
	Record Keeping System	W. Rigger
	Update of District Seven Resources	J. Manning
	Special Education Classes in District Seven as of September 1979	M. Moses L. Goldstein

LUNCH

1:00 - 1:30	Administrative Items	H. R. Amos
1:30 - 2:00	District Seven Reading Program For 1979-80	R. Kravinsky V. Harvey
2:00 - 2:30	Desegregation Update	I. Jameson
2:30 - 3:00	Update on School Maintenance for September 1979 opening	P. Gill

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF PUPIL PERSONNEL AND COUNSELING

File #637

September 7, 1979

TO: ALL COUNSELING STAFF

RE: PARENT/COUNSELOR INTERVIEW

Attached is the revised Parent/Counselor Interview form. This form must be used along with CEH 132, Counseling Face Sheet, for all pupils referred to the Child Study Evaluation Team (CSET) and supersedes the one received May 3, 1978.

Counselors must secure the required number of the above forms by contacting the appropriate Counseling Supervisor.

BERNARD F. RAFFERTY
Associate Superintendent for
External Operations

ALTHEA L. COUSINS
Director

RICHARD D. HAMILSEY
Associate Superintendent for
Field Operations

CRATA M. VAUGHN
Assistant Director

CMV:dr

SCHOOL DISTRICT OF PHILADELPHIA
Division of Pupil Personnel and Counseling
Parent/Counselor Interview

Note: Counselors must use this Parent/Counselor Interview Form along with CRS-132, Counseling Face Sheet, for all pupils referred to CSRT.

Name of Child_____ Birthdate_____

Grade_____

Address_____ School_____ Book No._____

Name of Person Interviewed_____ Relationship_____

1. What do parents or guardian recall about the development of the child? Discuss any difference between this child and other siblings.

2. Developmental Milestones:

a) crawled_____ c) spoke words_____

b) walked_____ d) spoke in sentences_____

e) other_____

3. Discuss family interaction. What is the relationship of this child to others in the family?

4. Discuss behavior management. What techniques have proved successful for the parents?

5. Discuss any social contacts the child has (church, relatives, neighbors, etc.).

6. Discuss activities or tasks the child performs successfully at home (i.e., household chores, use of telephone, dresses himself/herself, use of public transportation, etc.).

7. Discuss how the child spends his/her spare time.

8. How does the child feel about going to school? Have there been any changes in attitude towards school?

9. What are parents' goals and expectations for the child?

10. Discuss parents' perception of problem/problems.

11. Discuss any other factors that might be contributing to parents' concern.

12. Discuss parental involvement with schools, hospitals or other facilities.

13. Discuss any service needs of the family such as, family counseling, homemaker service, employment service, etc.

14. Summarize important factors affecting the child.

15. Give follow-up plan and/or procedures.

October 1979

FELTONVILLE MEMO

TO: Classroom Teachers
Instruction Specialists

FROM: Katherine C. Jackson

The enclosed information regarding children in your class(es) is being shared with you to assist in your instructional program. The information is confidential and should be treated as such.

Your cooperation will be appreciated.

October 1979

FELTONVILLE MEMO

TO: Classroom Teachers
Instruction Specialists

FROM: Katherine C. Jackson

The enclosed information regarding children in your class(es) is being shared with you to assist in your instructional program. The information is confidential and should be treated as such.

Your cooperation will be appreciated.

October 1979

FELTONVILLE MEMO

TO: Classroom Teachers
Instruction Specialists

FROM: Katherine C. Jackson

The enclosed information regarding children in your class(es) is being shared with you to assist in your instructional program. The information is confidential and should be treated as such.

Your cooperation will be appreciated.

FELTONSVILLE SCHOOL

October 5, 1979

Dear Parent:

This is a reminder that bus #_____ which transports your child to school, is scheduled to arrive at the location of _____ at _____. Please have your child at the bus stop about 10 minutes ahead of time. In addition your child should be alerted to look for the bus number on the side of the bus next to the door. This is the only way of identifying the correct bus since drivers do change from time to time.

It is important that children wait at least 10 to 15 minutes past the time the bus is scheduled to arrive because of occasional unforeseen delays.

If there should be further problems with transportation service, please notify the school at GL5-1780.

Sincerely yours,

Katherine C. Jackson

Katherine C. Jackson
Auxiliary Principal

EMERGENCY INFORMATION
FOR BUS DRIVERS OF HANDICAPPED PUPILS

School_____ Bus Route_____

Address_____ Tel. #_____ Bus Driver_____

Hospital on Route_____ Address_____ Tel. #_____

Police Station on Route_____ Tel. #_____

1. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:
2. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:
3. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:
4. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:
5. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:
6. Pupil's Name Address Telephone No.	Special Problem: Special Seating Needed: (Specify)	Special Precautions on Handling or Seating:

FELTONVILLE SCHOOL

Dear Parents:

In order to help insure the safety and comfort of all children who ride the school bus, please remind your child to do the following:

1. Always obey the instructions of the bus matron and the bus driver.

2. Board and leave the bus in an orderly manner. Wait your turn; do not push or hurry.

3. Sit only in your assigned seat, and remain seated during the entire trip.

4. Do not shout or act in a disorderly manner. Quiet conversations with the person next to you is permitted.

5. Do not chew gum or eat food of any kind.

6. Do not put your body or arms out of the bus window. Remember that only the bus driver may open a window.

7. Do not distract the bus driver in any way.

8. Move away from the bus after being discharged. Never stand in front of or in back of the bus.

9. Riding the bus is part of the school day, and good citizenship must be practiced.

10. Poor conduct will be a cause for disciplinary action, and parents will be notified.

Thank you for your cooperation.

Sincerely yours,

Katherine C. Jackson

Katherine C. Jackson
Auxiliary Principal

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

VOLUNTEER SERVICES

ART GOES TO SCHOOL SCHEDULES
FOR TROUPERS

School: Feltonville

Address: Rising Sun Avenue and Rockland Street

Principal: Mrs. Katherine C. Jackson

Telephone Number: GL 5-1780

DAY & TIME	GRADE	ROOM	TEACHER	VOLUNTEER
ESDAY, NOVEMBER 6,1979				
9:30 - 10:15 a.m.	Kgn.	1	Mrs. Rodrigues	Carol Snow
9:30 - 10:15 a.m.	4	8	Ms. Morris	Niki Tovin
0:30 - 11:15 a.m.	2	12	Ms. Beshoushkin	Carol Snow
0:30 - 11:15 a.m.	1	2	Ms. Zeigel	Niki Tovin
1:15 - 12:00 Noon	3, LD*	9, 5	Ms. Novack	Carol Snow
1:15 - 12:00 Noon	5, LD*	7, 6	Ms. Genstein	Niki Tovin
1:15 - 2:00 p.m.	Kgn.	1	Ms. Rodrigues	Carol Snow
1:15 - 2:00 p.m.	6	11	Ms. Kravitz	Niki Tovin

* Learning Disabilities (Special Education)

PELTONVILLE SCHOOL

FACULTY MEETING AGENDA

November 20, 1979

. P.F.T. Announcements - Mrs. Averille Ford

. Presentation of Books from Olney Community Council in memory of Mr. Schiavone

. Observation Opportunities are available for

. Hancock Demonstration School

. Masterman School

Observation Days - Tuesday, Wednesday and Thursday

. Bloodmobile - Dr. E. Cortez, Coordinator

Dates: November 27, 28

Place: Lawton School

. Extra Curricular Activities

Hours: After school or 12:20 p.m. - 12:45 p.m.

Teachers are to have duty-free lunch period.

No children should be upstairs before 12:20.

. Staff Development - Special Education

. Filmstrip Presentation

PL 94-142

. Questions

Resource Person: Mrs. E. Silver, Teacher - Learning Disabilities

HAPPY THANKSGIVING

Katherine C. Jackson
Principal

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Dr. Howard R. Ames , District Superintendent	FILE NO.
FROM	NAME AND OFFICE Katherine C. Jackson , Principal	DATE January 7,1980 TELEPHONE 215 - 1780
SUBJECT	Extended Faculty Meetings	

I would like permission to have extended faculty meetings on the following dates:

January 22 Special Education - Mainstreaming

February 5 Special Education - Developing Positive Relationships

February 19 Understanding and Appreciating Efforts of the Handicapped

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

RICHARD D. HANUSEY
Associate Superintendent for Field Operations
299-7665

January 14, 1980

Dear Parent:

Problems which may develop in the education and transportation of your special child are of serious concern to all of us. To help you contact the right people to resolve your problems quickly, we have enclosed a list of phone numbers. We suggest you keep this list by your telephone.

The bus will stop at your child's pick-up point or at your home every day, whether or not your child is going to school. You no longer have to call the Transportation Division when your child is not going to school or is ready to go back to school.

We hope the enclosed guidelines will help all of us cooperate more efficiently to resolve problems promptly and satisfactorily.

With best wishes for the New Year.

Sincerely yours,

Bernard F. Rafferty
Associate Superintendent for
External Operations

Richard D. Hanusey
Associate Superintendent for
Field Operations

id
Enclosure

TELEPHONE: GL 5-1780
GL 5-7733

FELTONVILLE PUBLIC SCHOOL
RISING SUN AVENUE AND ROCKLAND STREET
PHILADELPHIA, PA. 19120

May 12, 1980

Mr. Ed Coyle
District One Office
Locke School
46th and Haverford Avenue
Philadelphia, Pennsylvania

Dear Mr. Coyle:

Thank you for your recent film presentation in the two assemblies at our school. The program was just as impressive as the first time I saw it at the Adaire School. Your positive outlook and vitality were motivating to our handicapped students. In addition the film and discussion were thought provoking for the regular class students and the staff.

I have recommended the presentation to Dr. Amos, our District Superintendent, for inclusion in a future district staff meeting agenda.

With appreciation, I am

Sincerely yours,

Katherine C. Jackson

Katherine C. Jackson,
Principal

PROSPECTIVE ELEMENTARY PRINCIPALS

MANAGEMENT TRAINING SEMINAR

MAY 20, 1980

A G E N D A

Community Involvement.....Mrs. Katherine Jackson

Slide Presentation:
Public Law 94-142 Works for Handicapped Children

Reorganization, Rostering and Scheduling.....Mr. James Pokorny

* *

BIBLIOGRAPHY

BIBLIOGRAPHY

Abseon, Alan. "The Educational Least Restrictive Alternative." Amicus, June 1977, pp. 23-26.

Auerbach, Aaron, and Hawke, William A., M.D. "Multidiscipline Experience: A Fresh Approach to Aid the Multihandicapped Child." Journal of Rehabilitation, pp. 22-24, 37.

Ballou, S. V., and Campbell, W. G. Form and Style, Fifth Edition. Houghton Mifflin Company, 1976.

Birch, Jack W. Mainstreaming: Educable Mentally Retarded Children in Regular Classes. Leadership Training Institute, Special Education, University of Minnesota.

Brown, Ronald, and Porterfield, L. J. "Criteria and Guidelines for Evaluating the Written I. E. P. Plan." (Mimeographed).

Campbell, W. G., and Ballou, S. V. Form and Style, Fifth Edition. Houghton Mifflin Company, 1976.

Cochrane, Pamela V., and Westling, David L. "The Principal and Mainstreaming: Ten Suggestions for Success." Educational Leadership, pp. 506-510.

Daly, Jerry, and Huckaby, Harriette. "Got Those P. L. 94-142 Blues." Personnel and Guidance Journal, September 1979, pp. 70-72.

Dobson, James C., Ph.D., and Koch, Robert, M.D. The Mentally Retarded Child and his Family: A Multidisciplinary Handbook, Chapter 11, pp. 151-155.

Garcia, Veronica, and Pinkelton, Mary. "The Teacher's Role." A Primer on Individualized Education Program, pp. 37-40.

Greer, Jeptha, and Torres, Scottie. "Arranging Specific Educational Services to be Provided." A Primer on Individualized Educational Programs, pp. 21-25.

Hart, Verna. "The Use of Many Disciplines with the Severely and Profoundly Handicapped." Educational Programming for the Severely/Profoundly Handicapped, pp. 391-396.

Hawke, William A., M.D., and Auerbach, Aaron. "Multicisciplined Experience: A Fresh Approach to Aid the Multihandicapped Child." Journal of Rehabilitation, pp. 22-24, 37.

Huckaby, Harriette, and Daly, Jerry. "Got those P. L. 94-142 Blues." Personnel and Guidance Journal, September 1979, pp. 70-72.

Koch, Robert, M.D., and Dobson, James C., Ph.D. The Mentally Retarded Child and his Family: A Multidisciplinary Handbook, Chapter 11, pp. 151-155.

Lilly, M. Stephen. "Evaluating Individualized Education Programs." A Primer on Individualized Education Programs, pp. 26-30.

Manchester, Frank S., Commissioner for Basic Education. "Procedural Safeguards and Procedures for Individualized Educational Program Plans for Exceptional School-aged Persons." Basic Education Circular 42-77, September 1977.

McClung, Merle. "The Legal Rights of Handicapped Students." Educational Horizons, Fall 1975, pp. 25-32.

Mooney, Bill. "Mainstreaming." Daily Local News, West Chester, PA, 7 May 1980.

Pennsylvania Department of Education. The Concept of Mainstreaming: The Resource Guide for Regular Classroom Teachers, 1976.

_____. Special Education Laws, Regulations and Standards: A Handbook for Parents of Exceptional Children, 1979.

_____. "Special Education Standards." Pennsylvania Bulletin, 7 April 1977.

_____. "Standards for Special Education." Pennsylvania Bulletin, Vol. 7, No. 40, October 1977, pp. 2792-2798.

Pinkelton, Mary, and Garcia, Veronica. "The Teacher's Role." A Primer on Individualized Education Program, pp. 37-40.

Porterfield, L. J., and Brown, Ronald. "Criteria and Guidelines for Evaluating the Written I. E. P. Plan." (Mimeographed.)

Powers, Linda. "Science and Art in Mainstream Education: Toward the Normalization of the Handicapped Child." Amicus, June 1977, pp. 37-44.

Rosoff, David. "Laws, Trends and Research: A Round-up of Articles on Special Education." PASA Points, Vol. 9, No. 1, Summer 1980.

School District of Philadelphia. Special Education Manual, 1978.

Sherr, Richard. "Meeting to Develop the Individualized Educational Program." A Primer on Individualized Education Programs, pp. 31-36.

Smith, F. Vinton, Vergason, G. A., and Wyatt, Kenneth. "Questions for Administrators about Special Education." Theory into Practice, Vol. 14, No. 2, pp. 99-104.

"The Team Approach to Diagnosis and Intervention: The Counselor's Role." P. P. G. A. Newsletter, December 1977.

Torres, Scottie, and Greer, Jeptha. "Arranging Specific Educational Services to be Provided." A Primer on Individualized Educational Programs, pp. 21-25.

Turabian, Kate L. A Manual for Writers of Term Papers, Thesis and Dissertations, Fourth Edition. Chicago: University of Chicago Press, 1973.

U.S. Congress. The Education for All Handicapped Children Act, Public Law 94-142, 29-1401.

_____. The Vocational Rehabilitation Act of 1973, 29-504.

Vergason, G. A., Smith, F. Vinton, and Wyatt, Kenneth. "Questions for Administrators about Special Education." Theory into Practice, Vol. 14, No. 2, pp. 99-104.

Westling, David L., and Cochrane, Pamela V. "The Principal and Mainstreaming: Ten Suggestions for Success." Educational Leadership, pp. 506-510.

Winslow, Lynn. "Parent Participation." A Primer on Individualized Educational Programs, pp. 44-48.

Wolfensberger, Wolf. The Principle of Normalization in Human Services, pp. 68-70, 96-97, 128-129.

Wyatt, Kenneth, Vergason, G. A., and Smith, F. Vinton. "Questions for Administrators about Special Education." Theory into Practice, Vol. 14, No. 2, pp. 99-104.